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Jasmine Hsiang-Ju Liu
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Liu, Jasmine Hsiang-Ju, M.S.

San Jose State University, 1994

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NEW IMMIGRANTS AND MEDIA USAGE:
A STUDY OF FIRST-GENERATION CHINESE IMMIGRANTS
IN THE SAN FRANCISCO BAY AREA AND LOS ANGELES

A Thesis
Presented to
The Faculty of the School of
Journalism and Mass Communications
San Jose State University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Science

By
Jasmine Hsiang-Ju Liu
May, 1994

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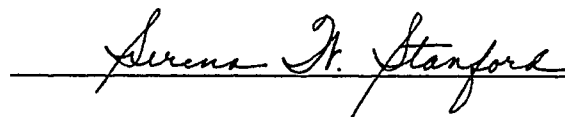


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ABSTRACT

NEW IMMIGRANTS AND MEDIA USAGE: A STUDY OF FIRST-GENERATION CHINESE IMMIGRANTS IN THE SAN FRANCISCO BAY AREA AND LOS ANGELES

by Jasmine Hsiang-Ju Liu

The principal focus of this thesis was to determine the patterns of mass media usage by Chinese immigrants in the San Francisco Bay Area and Los Angeles, and to relate their mass media usage to degrees of acculturation, interpersonal communication, and interest in political participation.

The study's findings indicate that socio-economic status (education, job, and income), cognitive complexity, motivation for career advancement, interpersonal communication, and interest in political participation are determinants of first-generation Chinese immigrants' English-language media use. However, age, length of stay, and motivation for obtaining U.S. citizenship were not found to be significantly related to immigrants' English-language media use.

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CHAPTER I

INTRODUCTION

The nature of American society has been characterized by a sustained and diverse influx of immigrants who have brought skills, cultural diversity, and manpower. Today, the United States is experiencing an ethnic revolution. There are tens of thousands of refugees and immigrants on the move across American borders in search of peace, freedom, and security, as well as social, economic, or cultural betterment (Kim, 1988; Taft, 1977). If the growth trend of minorities in America continues as projected into the next century, it is predicted that the *minority* will become the *majority* (Kern-Foxworth, 1991; Snuggs, 1992). Therefore, it is critical for sociologists and mass communication researchers to identify subcultures and to make special efforts to understand them.

Immigrants bring a legacy from their own cultures when they arrive in the United States. What often typifies these newcomers is the ambivalent complex toward the host society in which they find themselves. They are caught between two worlds: the culture and way of thinking from their home countries, and their permanent locus in the American social environment. Many aspects of life are unfamiliar to them, and they are faced with a high degree of uncertainty. Sooner or later, however, immigrants come

to make sense out of a personally relevant situation in the host society. For the most part they gradually become acquainted with and adopt the norms, values, and salient reference groups of the new society. This process is called *acculturation* (Sollors, 1986; Taft, 1977). Marden and Meyer (1968) provided the following definition:

Acculturation is one of the sustaining processes whereby minorities are incorporated into the dominant culture. The term, when used to define a process, refers to the changes in individuals whose primary learning has been in one culture and who take over traits from another culture (p. 15).

It is obvious that in the long run both the culture of the host and the immigrant will change. Nevertheless, the influence of the minority culture on the host culture will be negligible when compared to the possible impact of the host culture on the minority culture. Like it or not, immigrants will be influenced by the host culture in the process of adapting themselves to the new environment.

Statement of the Problem

Communication is crucial to acculturation. The communication patterns of recent immigrants are important because they are the means through which adjustment takes place and the process by which information is acquired for decision making and problem solving. Many researchers have found the adjustment of immigrants depends greatly on their capacity to acquire and to process information, and

consequently, on their patterns of communication in the new environment (Chaffee & McLeod, 1973; Chang, 1972; Cho, 1982; Dervin, 1971; Fong, 1974; Kim, 1978, 1988; Wilson & Gutierrez, 1985; Yoon, 1992).

However, previous research on communication and acculturation has been limited in its approach. First, early sociological and anthropological studies focused on adjustment and acculturation per se, rather than on the patterns of communication through which adjustment takes place. Second, previous studies on mass media and immigrants usually assumed homogeneity of culture and of mass media within a society. Little attention has been paid to the variety of subcultures and ethnic media, which has become a significant social phenomenon in a multi-ethnic society like contemporary America. The ethnic groups of interest in most studies so far are African-Americans and Hispanics (Dervin, 1971; Dunn, 1973; Miyares, 1980; Subervi-Velez, 1984). Only a few studies have been directed to other ethnic groups such as Japanese (Barnhill, 1966; Kitano, 1976; Nagata, 1969) and Koreans (Choe, 1984; Kim, 1976, 1978; Yoon, 1992; Yum, 1982). Literature about communication studies of Chinese immigrants, one of the largest and fastest-growing minority groups in the United States, is extremely limited. Finally, even less study has been done regarding immigrants and their political attitudes as influenced by the mass media. Researchers

have found that mass media play an important role in the process of induction into the political culture and political socialization (Almond, 1960; Atkin, 1981; Yang, 1988). It is then reasonable to assume that the heterogeneous mass media could induce the immigrants into different political cultures and different political attitudes.

Purpose of the Study

The principal focus of this study was to determine the patterns of mass media usage by Chinese immigrants in the San Francisco Bay Area and Los Angeles, and to relate their mass media usage to degrees of acculturation, interpersonal communication, and interest in political participation. Chinese immigrants are becoming one of the largest minority groups in the United States (Sing, 1989), so it is important to understand the channels of communication they use, their attitudes toward the United States and their interests in American politics.

The objectives of this study were: (a) to determine what variables influence Chinese to use ethnic or English-language media; (b) to explain communication diversity by means of immigrants' social and cognitive capacity; and (c) to define the role of mass media in the acculturation process, interpersonal communication, information-seeking

behavior, and political participation of Chinese immigrants.

To reduce the problems found in a recent similar study by Pang (1986), who used San Jose church attendees as the research subjects (the majority of Chinese immigrants are not Christian and church-goers are confined within certain geographical areas), this new study is using a purposive sample of Chinese people who are going to be or would like to become U.S. citizens. They are first-generation immigrants who have lived in the United States for some time. The respondents all hold permanent resident status, and for various reasons are eager to become U.S. citizens. This would allow them to travel, function, and be protected as Americans in any country. Also, they will have the right to participate in American political life.

Chinese Immigrants and the Chinese Media Environment

The 1990 Census found that 40% of the population in the San Francisco Bay Area and the Los Angeles area are ethnic minority groups. Asians are the largest minority group (see Appendix, Tables A.1, A.2). The Asian population has grown by more than 80% since 1980 in these two geographical areas. By 1990 Asians numbered more than 900,000 (15.4% of total population). Among them, Chinese immigrants were the largest Asian subgroup in the Bay Area. The San Francisco Bay Area has 324,000 Chinese, according

to the 1990 Census--double the number from 1980. This represents 10% of the total Bay Area population and 30% of the total Bay Area Asian population (see Tables A.3, A.4).

The general population increased throughout the Bay Area between 1980 and 1990. However, the majority of the Chinese population remains concentrated in the more urban counties--Los Angeles, San Francisco, Alameda, San Mateo, and Santa Clara (see Appendix, Tables A.1, A.2).

With incomes and educational levels higher than other ethnic groups, Chinese immigrants are becoming an important segment of the nation's economic mainstream (Sing, 1989). A very large segment of Chinese immigrants has a college degree, and young Chinese immigrants are fast becoming the largest minority on American campuses. In fact, Chinese adult immigrants are twice as likely as the average American to have a college degree and hold a high-income professional occupation (see Appendix, Tables A.5, A.6), according to the U.S. Civil Right Commission Study (1990).

As the Chinese population continues to grow, so do the burgeoning Chinese-language media and information environments in the San Francisco Bay Area and Los Angeles. Paralleling the increasing number of Chinese residents, Chinese language media are thriving (Chan, 1991). The Bay Area is served by numerous Chinese-language newspapers and telecommunications media, many of which are operated and located in the Bay Area, according to advertising Account

Executive Jack Soo Hoo of KTSF Channel 26, the largest ethnic television station in northern California (personal communication, August 15, 1993).

In the San Francisco Bay Area, for example, there are five major daily newspapers (World Journal, Sing Tao Daily, International Daily, The China Press, and Chinese Times), two weeklies (China Times Weekly and Chinese Journal), eight television programs suppliers (Chinese TV, HKTV Video, Hua Sheng TV, Jade TV, KTSF 26, OCTV, Sino TV, and KCNS), and four radio stations (Chinese Today Radio, KALW, KEST-AM1450, and Sinocast Radio). In addition, there are a dozen other Chinese language publications coming from other parts of the United States plus Hong Kong, Taiwan, and Mainland China.

The reasons for the popularity of the Chinese language media are obvious: (a) Chinese-language media are able to communicate messages in Chinese to a significant number of people who demonstrate a marked inability to communicate in English (Sing, 1989); (b) Chinese-language media bring back the native culture, traditions, and values that are especially important for the foreign-born Chinese immigrants, who constantly live in nostalgia (Fong, 1974); and (c) Chinese-language media update immigrants on the political, economic, or social development in Mainland China, Taiwan, Hong Kong, or other areas where they are from (Chen, 1992; Pang, 1986). In short, Chinese-language

media help Chinese immigrants to maintain cultural and communication ties with their homelands.

CHAPTER II

LITERATURE REVIEW

This study investigated the mass media usage and the acculturation level, interpersonal networks, information-seeking, and political participation of first-generation Chinese immigrants. Pertinent theories and studies are reviewed as follows: (a) mass communication and immigrants' acculturation; (b) immigrants' interpersonal communication; (c) mass media's effects and immigrants' political participation; (d) immigrants' information-seeking in uses and gratification research; and (e) variables relating to immigrants' mass media use and information-seeking behavior.

After reviewing the literature, the theoretical framework for the study is discussed and several hypotheses are presented.

Mass Communication and Immigrants' Acculturation

A number of studies have been aimed at providing an understanding of the assimilation and adjustment of immigrants and ethnic groups (Cho, 1982; Choe, 1984; Fong, 1974; Kim, 1978; Lam, 1980; Lim, 1984; Lindgren & Yu, 1975; McLeod, 1986; Webster, 1992; Won-Doornink, 1988). One of the most heavily investigated areas concerning the potential consequences of cultural interaction is known as

acculturation studies. When a group of people from one culture moves to another, behavioral modes and values in the old setting usually turn out to be inoperative (Kim, 1988). Many aspects of the new culture are unfamiliar or even disagreeable to them. They sooner or later come under pressure to adapt the norms and values of the new culture, unless they are determined to remain outside the mainstream. Researchers had defined *acculturation* as the cultural transition that immigrants go through to become assimilated into the host society (Choe, 1984; Kim, 1988).

The process of acculturation has seemingly dominated human society ever since its beginning. Shibutani and Kwan (1965) wrote:

When viewed in broad historical perspective, the story of mankind consists of a succession of ethnic groups, their conflicts, their accommodations to one another, and their eventual fusion into new ethnic groups. When the newly formed groups come into contact with still other ethnic groups, each similarly formed, the cycle appears to start all over again (p. 116).

The early impetus to the systematic analysis of acculturation came mainly from anthropologists and sociologists (Kim, 1978). The theoretical discussions of acculturation, as a product of social interaction, had not been linked to communication until later when a communication perspective was introduced in acculturation research. As Dewey (1966) suggested:

Men live in a community in virtue of the things which they have in common; and communication is the

way in which they come to possess things in common. What they must have in common in order to form a community or society are aims, beliefs, aspirations, knowledge--a common understanding--like-mindedness as the sociologists say. . . . If they were all cognizant of the common end and all interested in it so that they regulated their specific activity in view of it, then they would form a community. But this would involve communication. Each would have to know what the other was about and would have to have some way of keeping the other informed as to his own purpose and progress. Consensus demands communication (pp. 4-5).

Mendelsohn (1964) noted that American sociologists were consistently concerned with communication in dealing with acculturation of different immigrant groups in the United States by saying: "Although early sociologists initially put great emphasis on the role of personal communications in this binding together process, their successors came to look forward eagerly to innovations in mass communications such as radio and television as a means of facilitating the acculturation process" (p. 31).

It was Shibutani and Kwan (1965) who assumed culture is the product of communication and a minority group develops a distinctive outlook to the extent that it has its own communication channels. They suggested that acculturation will proceed under the condition that makes possible the establishment of communication channels across ethnic lines.

Ogawa and Welden's (1972) investigation of the acculturation of first-generation (or Issei) Japanese women in the Seattle area included consumption of the products of the American mass media and the influences of ethnic media.

They used those two variables as an indication of the acculturation level and dependent measures of acculturation. After hypothesizing that Westernization (operationally defined by an index of cultural sophistication) would be reflected by a greater amount of mass media usage, Kitano (1976) included media usage in the cultural sophistication index. Lam (1980) investigated the effect of ethnic publications on the interpersonal networking of first-generation immigrants in Canada. He found that the presence of publications in the ethnic community investigated has shown a large proportion of intra-ethnic group relations. Lam stated that ethnic newspapers have a role in promoting ethnic ideology and keeping their symbols, values, and historical achievements alive. Moreover, ethnic media interpret many of the events occurring in the country of adoption in terms of survival or interests of the ethnic community.

Kitano (1976) assumed that an ethnic newspaper functions as a guiding light by helping the immigrants resettle in their new community. He conducted a content analysis of Japanese-American newspapers in Chicago and identified value systems presumably providing some sort of frame of reference for the post-war Japanese-American resettlers in the area. In his 1977 study of media uses by Korean immigrants in the Los Angeles area, Ryu found:

(a) as the degree of assimilative attitudes increases, an immigrant's use of the mainstream mass media for surveillance needs also increases; (b) as the degree of assimilative attitudes increases, an immigrant's use of television for integration needs also increases.

With regard to the intra-ethnic communications of immigrants, there are two conflicting lines of thinking. Yum and Wang (1983) suggested that one's steady contact with ethnically-oriented activities (such as keeping ethnically-defined primary social groups, living, or working in an ethnic community, corresponding with individuals who are in one's original culture, and exposing oneself to the mass media of the home culture) are likely to hinder one's acculturation. Dodd (1982) reported similar findings. He stated that, in terms of communication channels both for acquisition and validation of new modes of behavior, one's prolonged ethnic contact is likely to limit the chances for inter-ethnic interaction and interaction with host society members.

The other line of thinking concerning the role of ethnic contacts suggested that, although living among one's own ethnic group may act as a brake on acculturation, such connections are necessary for the stability of the individual (Lam, 1980). The implication is that complete isolation from the ethnic group causes a reaction, with acculturation ultimately hindered because the pressures

become too great. Considering the great possibility of culture shock that will be experienced by the new immigrants in the totally strange cultural environment, these arguments appear to be reasonable.

However, looking at the complex relationship between ethnic groups and the cultural media, Sollors (1986) explored a paradox: Although more and more people of different backgrounds share an overlapping culture influenced by the mass media, there is a strong tendency for certain groups today to insist that they are at least symbolically distinct. Roosen (1989) defined this tendency as "how people feel themselves to be a people and how they continue to maintain themselves as such" (p. 46), even in the face of contradictory historical evidence. This suggests people are becoming more culturally uniform, and yet some ethnic groups try at the same time to differentiate themselves by deliberate appeals to traditions and reinterpretations of past history (Roosen, 1989).

Wilson and Gutierrez (1985) contended that the mass communication media formerly kept society together by building a common culture that fed people in different parts of the country a similar diet of news and entertainment. But now the media have begun to play a different role, with the emphasis on marketing to separate audiences. While the mass communication media once built a

mass audience by looking for commonalities, today it may actually reinforce differences among groups (Wilson & Gutierrez, 1985). The mass media can no longer afford to exclude minorities. In responding to diversity, the researchers saw an end to mass media influence (Meyrowitz, 1986; Wilson & Gutierrez, 1985). This conclusion may be too simplistically formulated because both cultural homogenization and social diversification seem to be happening simultaneously. The extensive influence of the communication media is still a reality at present.

Immigrants' Interpersonal Communication

The present study concentrates on investigating the patterns of mass media usage among a certain ethnic group. However, interpersonal communication is one of the subjects involving both information flow and acquisition that is too important to be ignored.

In this study the interpersonal communicational environment is defined as the networks of informal communications or information exchange among individuals--through either face-to-face encounters, or media assistance such as telephone, fax, or written correspondence.

The networks established by interpersonal communication play an important role in the life of the immigrants in various ways. One of the most important aspects of interpersonal communication is that it directly

and indirectly affects the immigrant's adjustment process in the host society (Kim, 1988; Ogawa & Welden, 1972; Pang, 1986).

Empirical studies have shown that informal interpersonal communication networks are more important than mass communication, social agencies, or professional services as a source of information for most recent immigrants (Ogawa & Welden, 1972; Ryu, 1977; Yum, 1982; Yum & Wang, 1983). In other words, the particular characteristics of the communication networks used by immigrants in the host society are likely to affect many aspects of their adjustment process. For example, job-hunting, housing, car-buying, and educational opportunities are commonly learned and made available through interpersonal contacts (Pang, 1986; Yum, 1982).

Furthermore, interpersonal communication networks provide a sense of belonging which immigrants usually covet when they first move into a new environment (Chaffee & McLeod, 1973; Chang, 1972). When an individual is transplanted from one country to another, many new ties are formed through activities such as making a living, learning the new language, and participating in social life. Without this linkage to the social system, the person may feel a sense of rootlessness and psychological strain, especially during the early stage of immigration (Cho, 1982; Dodd, 1982; Ogawa & Welden, 1972). Recio-Androdos

(1975) found that among Puerto Rican immigrants the family helps to preserve the Puerto Rican identity which becomes ambiguous in the new culture. He also found that the family provides material support and assistance. Abalon (1976) attributed the successful adaptation of Samoans in California to cohesive traditional social networks. Most Samoan family ties are not only emotionally supportive but are also instrumental for practical matters. For example, the Samoan family and community functions as a clearinghouse for information concerning employment and housing (Abalon, 1976).

Members of a certain ethnic group seek each other's companionship for various reasons. Kim (1976) found that friendship composition is relatively ethnic and homogeneous during the initial years and becomes more heterogeneous through time. Beaudry's (1966) test of the relationships between acculturation and friendship patterns of Chinese professionals in New York and Pang's study (1986) on Chinese-American church attendees in the San Jose area also reported similar results.

A 1961 study by McCandless and Hoyt reported that children in Hawaii select their friends and playmates based on racial distinctions. Rather than discrimination as it is usually conceived, the authors pointed out there is some sort of comfort differential by ethnic groups. Ogawa and Welden (1972) supported this concept and suggested that

engaging in more contacts with those with whom one has the most in common is not an indication of racial hostility or discrimination, but the result of cultural communities differentiated by comfort level. Rogers and Bhowmick (1971) used the term *homophily* to refer to the degree to which pairs of individuals who interact are similar in certain attributes, such as cultural background, beliefs, values, education, and social status.

Mass Media and Immigrants' Political Participation

Political information is dispersed through the mass media. Chaffee and McLeod (1973) found there is a significant relationship between the usage of public affairs media and political knowledge. The mass media were rated much higher as a source of political information for adolescents than were personal contacts with parents, teachers, or friends.

In his 1963 book, Cohen introduced the idea that the mass media serve an agenda-setting function. Becker, McCombs, and McLeod (1975) noted that "this notion of an agenda-setting function of the mass media specifies a strong, positive relationship between the emphases of mass media coverage and the salience of these topics in the minds of individuals in the audience" (p. 38). They summarized the concept by quoting Cohen (1963) that, "the mass media may not be successful much of the time in

telling people what to think, but the media is stunningly successful in telling their audience what to think about."

This agenda-setting function of the press, especially considered in terms of long-term cognitive change, could be a very fruitful approach to the study of political socialization (Chaffee & McLeod, 1973; Conway, Stevens & Smith, 1975; McCombs & Shaw, 1972; Roberts, 1992; Yang, 1988).

Kosicki and McLeod (1990) reviewed media effects on information holding. They found that the media was relatively successful in transmitting political information, and that increased exposure to the media led to an increase in knowledge about issues during a political campaign. The media's impact on the knowledge of individuals about election issues and developments was demonstrated in Blumler and McQuail's (1969) study of the British general election--despite the lack of a relationship between exposure and attitude change toward the parties.

There are a few studies that found a positive association between exposure to mass media and Hispanics' interest and participation in American politics (Buehler, 1976; Miyares, 1980). Tan (1983) found that newspapers influenced general and ethnic political knowledge of Mexican-Americans and African-Americans. But the papers did not affect their political participation or political

efficacy. Watching television public affairs programs was not found to be an influence, except on the political knowledge of the less educated Mexican-Americans. Studies by Lee (1984) and Yang (1988) on political orientation of Korean immigrants and the Subervi-Velez study (1984) on the political participation of Hispanic immigrants both found moderate effects of American media on knowledge of American politics. Emig's research in 1991 addressed the question of whether significant and systematic relationships exist between the media-mix people use for political information, and the resultant measurement of both their political sophistication and political discontent (Emig, 1991).

The ethnic media-use was found either not effective (Lee's study) or partially effective for a certain subgroup of the sample (Subervi-Velez's study). However, variances in the political socialization variables were largely explained by antecedent variables such as English competency, socioeconomic status, or length of stay.

Immigrants' Information-Seeking in Uses and Gratification Research

Information sources of immigrants can be classified into two broad types, internal and external (Donohew & Tipton, 1973; Kim, 1988). Both types are used by immigrants to gather information and cope with perceived risk. The internal search is fundamentally linked to

memory scan (Danowski, 1975), though understanding or internal search dynamics is largely speculative (Berger, 1986). Experience creates knowledge, which in turn leads to an internal search in subsequent decision situations (Blumler, 1985). Hence, the internal search can be viewed as an important source of information available to the immigrants.

In studying information-seeking behavior, Atkin (1972) postulated that people pursue information for "utilitarian purposes, where an individual acquires message content as a means toward solving one's practical problems." According to Atkin, these types of informational needs, "generate extrinsic motivation to seek messages from mass media sources" (p. 192).

There are various theories that help to explain why people seek information (Berger, 1986; Clarke & Ruggels, 1970; Palmgreen & Rayburn, 1982; Schramm, 1971). After examining various studies, Atkin concluded that only utility theory appears to offer a suitable tool for the study of information-seeking behavior (1972). He noted that the need for information is a function of extrinsic uncertainty produced by a perceived discrepancy between the individual's current level of certainty about important environmental objects and a criterion state one seeks to achieve. Extrinsic uncertainties are only channeled toward particular objects by requirements for adaptation to

everyday environmental and psychological problems. Chaffee and McLeod (1973) used terms *salience* and *pertinence* to describe similar concepts.

In the real world, various types of information are available. People simply select the kinds of information they require for their particular needs. From the decision-making point of view, information-seeking increases when: (a) there are more alternatives or greater uncertainty in a given issue; (b) when individuals have to make important decisions (Palmgreen & Rayburn, 1984).

Perse and Courtright's study (1993) was an extension of earlier uses and gratifications research that identified normative images of mass media. They considered how well 12 different mass and international communication channels fill 11 communication needs.

Numerous decision-making studies (Atkin, 1972; Chaffee & McLeod, 1973; Galloway & Meek, 1981) have demonstrated that the information search increases systematically with the degree of uncertainty (or perceived risk) and with the number and strength of alternatives in the choice situation. As Blumler (1985) pointed out, the discrimination among the alternatives and the comparison on relevant attributes in a choice situation is central in information processing and decision-making. One purpose of mass communication is to provide a large number of people with the kind of information they need to make rational

decisions (Atkin, 1972; Berger, 1986; Blumler, 1985; Yoon, 1992).

Variables of Immigrants' Mass Media Use And Information-Seeking Behavior

Social scientists want to account for human behavior and change either by reference to personal characteristics irrespective of social context, or in terms of the impact of events. They can do this by implying that external factors such as task and social structure operate independently of the idiosyncratic components by which stimuli are processed and evaluated (Bernstein, 1971; Danowdki, 1975; Kim, 1988; Smith, 1970). Yum and Wang (1983) found that social and cognitive capacities are required for an immigrant to develop a diverse communication pattern.

The cognitive structure with which the immigrant processes information from a new environment and the perceived locus of control over the environment are used as indicators of cognitive capacity (Bernstein, 1971; Yum & Wang, 1983; Yoon, 1992). Immigrants are faced with certain degrees of uncertainty in every aspect of their daily lives. They have been exposed to information that may be contradictory to their traditional cultural or value point of view. Cognitive structure determines the information capacity and the degree of ambiguity that can be tolerated

(Bernstein, 1971; Yum & Wang, 1983). Participating in diverse communication channels implies an increased probability of encountering diverse and conflicting information inputs.

On the other hand, sociodemographic variables are standard measures in communication research (Pang, 1986; Yum, 1982). But the common practice is to use empirical measures such as age, education, and income, without much consideration of the underlying theoretical importance of such characteristics. According to Bernstein (1971), these factors perform the following functions: (a) to determine the individual's initial and present position within the host society, and (b) to provide the skills and ability for the communication that is necessary for effective learning. The variables of social capacity most mentioned by researchers are:

Education. Formal education provides a basic knowledge of the world and the society in which one lives. It also provides the skills and opportunities for communication and social interaction. Among immigrants, education is a powerful mechanism of inter-systematic linkage (Kim, 1976) and a vital component in the diffusion of ideas (Kim, 1976; Schramm, 1971), the level of acculturation (Chang, 1972; Kim, 1978), the use of English media (Kim, 1976; Kitano, 1976; Ogawa & Welden, 1972; Yoon, 1992), the preference for news programs (Kim, 1976; Pang,

1986), and the extensiveness of one's interpersonal networks (Kim, 1978; Pang, 1986; Yum & Wang, 1983).

Occupational status. The occupational status of the immigrants provides the basic economic means and the time to participate in certain communication activities (Yum & Wang, 1983). What immigrants do for a living also puts them in particular social positions and specified roles that regulate and provide opportunities for different types of communication behavior. For many immigrants, the job is one of the few places (sometimes the only place) where they participate in the host society and interact with members of other ethnic groups. Some researchers believe that occupational status is one of the most important factors in the process of acculturation (Dunn, 1973; Seeman & Evans, 1962), and in the participation in informal and formal organizations (Kitano, 1976; Ogawa & Welden, 1972; Shramm, 1971).

Length of stay. In the host society this indicates the amount of time available for learning the new culture and its physical and social elements. Familiarity with the host society should reduce inhibitions and therefore encourage immigrants to participate in diverse intercultural communication activities. For example, immigrants' length of stay is related to host and ethnic mass media use (Chen, 1992; Cho, 1982; Kim, 1978; Kim, 1976; Pang, 1986; Yang, 1992), and information needs and

preferences (Pang, 1986; Yum, 1982; Yum & Wang, 1983; Yoon, 1992).

Language fluency. This is a basic means through which intercultural communication can occur, and it increases the confidence of the immigrants, allowing them to participate in communication activities. Learning the host language accelerates the acculturation process (Bar-Yosef, 1968; Chang, 1973; Dunn, 1973; Fong, 1974; Kim, 1978; Nagata, 1969) and increases interaction with host-society members (Chang, 1972; Clausen & Bermingham, 1982; Fong, 1974; Kim, 1978; Ogawa & Welden, 1972; Pang, 1986; Yum & Wang, 1983).

From their study on variables of social capacity such as education, length of stay, occupation, and language ability, Yum and Wang (1983) found that social and cognitive structures will have indirect effects on information acquisition by immigrants through their direct effects on communication diversity. This causal model shows that immigrants cannot acquire information without first being engaged in some form of communication.

Theoretical Framework and Hypotheses

It must be noted that the bulk of the small body of research on acculturation and media use was published in the 1960s and 1970s. Obviously, there have been changes in mass communication usage patterns since then, and it is recognized that acculturation patterns may also have

changed. However, until new empirical evidence is presented and the theories are modified, the best research strategy is to rely on established theory.

The first two chapters were concerned with developing the study's theoretical framework. On the basis of the concepts developed in the literature reviewed, theoretical models and hypotheses were formulated to allow the empirical investigation of the patterns of mass media use among first-generation Chinese immigrants.

Linking the transformation process and cumulative adaptive communication experiences of the immigrants, Kim (1988) generated a series of theorems such as: (a) the greater the development of host communication competence, the greater the participation in host mass media; and (b) the greater the participation in host interpersonal communication, the greater the participation in host mass media.

Yum (1982) noted that the patterns of communication by immigrants determine the variety and appropriateness of information they acquire--especially information that is relevant to their process of adjustment. His basic theoretical framework stated that socio-demographic variables (age, education, length of stay, English fluency) and psychological variables (cognitive complexity, locus of control) have direct effects on communication patterns and information-seeking behavior.

Applying these theories to the present study, one general hypothesis can be generated:

H1: As the level of acculturation and adaptation increases, the use of English-language media by the first-generation Chinese immigrants increases.

In addition to Kim's (1988) and Yum's (1982) concepts, the present study generally follows other existing conceptualizations of acculturation or adaptation (Bar-Yosef, 1968; Choe, 1984; Heiss, 1967; Taft, 1977; Wilson & Gutierrez, 1985). In general, there has been a substantial similarity among researchers on the cognitive-affective-behavioral subprocesses of the immigrants' level of adaptation. The indicators of acculturation level are: socio-economic factors (education, English ability, length of stay and occupation), cognitive complexity, and adaptive motivation. Cognitive complexity is usually tested through feeling of happiness, attitude toward host society, socialization in host society, and involvement in host society. In this study, adaptive motivation (Kim, 1988; Ryan, 1985) was tested by the desire of career advancement and desire of gaining United States citizenship.

Hypothesis 1, therefore, can be categorized as follows:

- H1a: As the level of socio-economic status increases, the use of English-language media by first-generation Chinese immigrants also increases;
- H1b: As the level of cognitive complexity increases, the use of English-language media by first-generation Chinese immigrants also increases;
- H1c: As the level of adaptive motivation for career advancement increases, the use of English-language media by first-generation Chinese immigrants also increases;
- H1d: As the level of adaptive motivation for gaining U.S. citizenship increases, the use of English-language media by first-generation Chinese immigrants also increases.

Regarding interpersonal communication, Kim (1988) concluded that the greater the development of host communication competence, the greater the participation in host interpersonal communication. Also, the greater the participation in host interpersonal communication, the greater the participation in host mass media.

Atkin (1972) also suggested that the specific interpersonal motive of social prestige gained from displaying current events knowledge is one explanation of news-seeking behavior. His study also showed that the anticipated conversational usefulness of news may combine

with other traditional interpersonal factors to determine media selection patterns.

From this discussion a second overall hypothesis is formed:

H2: As the level of interpersonal communication with members of the host society increases, the use of English-language media by first-generation Chinese immigrants also increases.

Examining DeFleur's (1975) dependency theory and Matthews and Prothro's (1966) modernization theory, George and Robinson-Weber (1983) concluded that there is a positive correlation between the number of different types of media to which an individual is exposed, and one's rate of political participation. They also pointed out that there are a number of other important variables to consider when studying the effects of the mass media on political attitudes and behavior such as education, income, political information, political interests, and attitude toward change (1983).

The hypothesis generated from these theories is:

H3: As interest in political participation by first-generation Chinese immigrants increases, the use of English-language media also increases.

CHAPTER III

METHOD

The focus of this research is mass media usage by first-generation Chinese immigrants who are trying to become United States citizens and the relationship between media usage. This study concentrated on their acculturation level, interpersonal communication, and political participation. The topic is important because there has been little research on media usage among Chinese immigrants. A major objective of the study was to explore whether the mass communication theories discussed previously are applicable to Chinese immigrants. Validation of general theories is possible only through numerous replications of studies of particular cases to which the given theories are applied (Hagood & Price, 1952). However, since the study used a purposive sample, the results cannot be generalized. Therefore, this study of first-generation Chinese immigrants can be regarded as only an initial step in determining whether general mass communication theories are applicable.

This chapter presents the method used in the study. It begins with the description of the process of sampling, data collection, and questionnaire development. Then, it presents the operationalization and measurement of the

variables for the study, followed by the data analysis methods.

Sampling

The needs and importance of using Chinese immigrants as the respondents for this study are stated in the first chapter. The Chinese immigrants who participated in this research are first-generation immigrants who have somewhat settled down in the United States, or have obtained permanent resident status and would like to become U.S. citizens. Realizing the infeasibility of obtaining a random sample of Chinese immigrants, the researcher used purposive sampling for this study. Chaffee (1987) discussed the researchers' need to be resourceful in drawing samples of inconvenience:

First, there must be sufficient numbers of cases representing a particular interest to permit meaningful data analysis; and second, the sample should be representative of the entire universe of persons who hold that interest. The second criterion is usually very difficult to apply literally, there being no handy external data for postdictive validation. . . . But if several samples, selected by quite different procedures, produce similar distributions in regard to important variables of politics and communication, we can begin to have some confidence in the representativeness of these non-random cases (p. 41).

Because of the fast-growing population of Chinese immigrants, a number of private groups offer various services to help newcomers become better adjusted to

American society. Classes such as jobs training, job hunting, English improvement, and citizenship test preparation are available at reasonable prices. After considerable searching and evaluating, the researcher located four programs for Chinese immigrants that meet the needs of this study: (a) Kum Sun Chinese Affairs (also known as International Chinese Affairs) in San Francisco (headquarters); (b) Kum Sun Chinese Affairs in Monterey Park, Los Angeles (branch); (c) the Silicon Valley Chinese Engineers English Improvement Group in San Jose; and (d) the Northern California Taiwanese Chamber of Commerce in San Jose. These groups provided Chinese respondents from different socioeconomic levels and from different areas--Mainland China, Taiwan, and Hong Kong.

Kum Sun Chinese Affairs is one of the largest private organizations in the Bay Area. It offers several services and classes to meet the new immigrants' needs. Chinese immigrants who go to the San Francisco agency and its Los Angeles branch for assistance are usually from Mainland China and Hong Kong. Citizenship preparation classes are held several times each week. Students can repeat classes at no additional cost until they pass the test.

The Silicon Valley Chinese Engineers English Improvement Group is made up of Chinese professionals working in major computer companies in San Jose and Santa Clara county. This area (also known as Silicon Valley) is

the center of America's hi-tech industry. Despite their higher education and occupation levels, the members of this group, mostly from Taiwan, are not confident in their English speaking abilities. A weekly English-improvement meeting is organized for career advancement and preparation for any oral or written tests required before they become American citizens.

Members of the Northern California Taiwanese-American Chamber of Commerce are entrepreneurs and business/retail owners from Taiwan. Members who were already American citizens were excluded from participation in the study.

Data Collection

The two most frequently used survey research methods are the personal interview and the mailed questionnaire (Gorden, 1975). Advantages claimed for the interview method include: the ability to gain information from the young, illiterate or handicapped; the ability to probe for elaboration or clarification of answers; and the ability to elicit information on sensitive topics (Hurh & Kwang, 1981). However, this method is extremely labor-intensive and time-consuming. The mailed questionnaire is considered more economical. This method avoids potential interviewer bias, and is more easily administered on a wide geographical basis (Kim, 1978). Because of the more reserved and reticent nature of Chinese immigrants and

their frequent reluctance to participate in research, the researcher decided to use the self-administered questionnaire method for data collection. This method shares some positive elements from both the personal interview and the mailed questionnaire methods in that it is personally brought to the respondent and is anonymous; the questions are answered privately without interaction (Zusman, 1980).

After locating the four groups suitable for this study, the researcher contacted the four group managers by several personal visits and telephone calls to obtain their cooperation. The researcher then contacted the instructors of the classes and made detailed arrangements and appointments to conduct the survey during their class periods.

In each case, the researcher was granted 30 to 45 minutes at the beginning of class time. With the assistance of the class instructor, the researcher described the purpose of the research, explained the general content of the questionnaire, distributed copies personally, and answered questions that were brought up by the respondents. The respondents were given the choice between Chinese and English questionnaires with the same content. The self-administered questionnaires were collected immediately after they were completed. The data collection period was from December 13, 1992 through

February 18, 1993. A total of 230 usable questionnaires were gathered. Almost all respondents filled out the Chinese-language questionnaires. All of the questionnaires (296) were distributed and returned, but 66 were either incomplete or the respondents were considered not suitable for the study, resulting in a response rate of 78%.

The groups and the details of the survey are as follows:

Kum Sun Chinese Affairs in San Francisco. Self-administered surveys were conducted in three visits-- December 13, 1992, January 16, 1993, and February 5, 1993. There were 15 to 25 people in each class. In all, about 98 copies were distributed. Seventy usable questionnaires were gathered from this program, with members primarily from Mainland China and Hong Kong.

Kum Sun Chinese Affairs in Los Angeles. Again, surveys were conducted during three visits on December 18, 1992, December 19, 1992, and January 18, 1993. A total of 93 copies were distributed. Seventy-two usable questionnaires were obtained from the respondents who were primarily from Mainland China and Hong Kong.

Silicon Valley Engineer English class in San Jose. The surveys were conducted on January 9, January 28, and January 30, 1993, and February 7, 1993. Members of this group were primarily computer engineers from Taiwan. The

researchers attended one of their weekly meetings and collected 82 questionnaires--all usable.

Northern California Taiwanese-American Chamber of Commerce. This organization meets on a semi-regular basis for activities such as lectures, banquets, investment suggestions, and information exchange. The researcher conducted one survey on February 18, 1993 to obtain subjects with more diverse backgrounds. Because the group consists of members who may be American citizens, the researcher screened the returned 17 questionnaires and used only six completed questionnaires.

Questionnaire Design and Development

The basic tool of the study was a self-administered questionnaire designed to elicit relevant information necessary to test the study hypotheses. The original questionnaire was written in English by the researcher, a bilingual graduate student from Taiwan. To assist those who have problems understanding English, a Chinese version of the questionnaire was also prepared. The translation was examined and approved by Professor Zhou He, a Chinese professor in the School of Journalism and Mass Communications at San Jose State University.

The four-section questionnaire, which included 97 questions, was designed to provide a profile of the mass media use patterns of the subject, and to determine their

demographic characteristics, information sources, interpersonal socialization, and political participation. The questionnaire on mass media use contained a combination of multiple-choice and open-ended questions that can be categorized into various sections for discussion, such as the determinant variables of Chinese vs. English media exposure (e.g., total hours on Chinese mass media vs. total hours on English mass media). The section on socio-demographic data contained information such as age, sex, education, occupation, income, and length of stay in the United States. The third section was designed to determine the major sources used by the Chinese immigrants when they are seeking various types of information. The last section consisted of questions aimed at testing the Chinese immigrants' level of cognitive complexity, adaptive motivation, interpersonal communication, and political participation. These dependent variable questions in the last section were used in a random order.

The researcher conducted a pretest to determine the respondents' ability to answer the questionnaires and their reactions to the questionnaire. After conducting the pretest on November 22, 1992, the researcher found the questionnaire demanded too much of the subjects, resulting in the subjects' tendency to skip open-ended questions. The questionnaire was then revised. The new copy was slightly shorter and easier to answer compared to the

original. Most respondents were able to finish the revised questionnaire in the 30 minutes that was allowed by the class instructor. The survey questionnaire for this study is included in Appendix B.

Operationalization and Measurement of Variables

Given the theoretical framework for understanding mass media use by the immigrants in relation to other socio-demographic factors, the researcher sought to construct measures of the relevant variables in such a way that maximum variation in each could be obtained. The key variables were measured by composite item-scales constructed in the survey as follows:

Mass media use. Mass media use by the immigrants was divided into English-language media use and Chinese-language media use. Each media use was operationally defined as the number of hours of exposure to both American or Chinese newspapers, magazines, television, and radio programs. Respondents were first asked if they used a certain medium (Questions 1, 4, 7, 10, 13, 16, 19, and 22 in Section 1); then they were given eight different exposure-periods from under one hour to more than 20 hours a week to determine how much time respondents used the various media (Questions 2, 5, 8, 11, 14, 17, 20, and 23 in Section 1).

Open-ended questions were used to determine the type of paper or programs that are used the most often by the immigrants (Questions 3, 6, 9, 12, 15, 18, 21, and 24 in Section 1).

Information-seeking preference. Respondents were asked to evaluate the six information sources--Chinese friend/relative, Chinese TV/radio, Chinese print media, English friend/relative, English TV/radio, and English print media--to determine the preferred source used when encountering different situations. For instance, they were asked to pick the one media source that they would most likely use when they needed to know about U.S. or Chinese news. They were also asked what they use when they needed to find out about certain events (Questions 1 to 15 in Section 3). Respondents were also asked to indicate the one source they spent the most time with, and the one they considered the most important (Questions 16 and 17 in Section 3).

The response scale was coded as follows: Chinese friend/relative (1), Chinese TV/radio (2), Chinese print media (3), English friend/relative (4), English TV/radio (5), English print media (6), Not applicable (7).

Acculturation level. For the purpose of the study, the researcher considered demographic factors, cognitive complexity, and adaptive motivation as indicators for measuring the immigrants' acculturation level.

1. Demographic factors. Questions regarding immigrants' gender, age, birthplace, length of stay, education level attained at their homeland and the U.S., occupation, and family income were presented in multiple-choice forms in the second section of the questionnaire (Questions 1 to 9 in Section 2). However, English competence was measured through a four-item index with questions like: "My English reading (writing, speaking, comprehensive) ability is very good" (Questions 6, 19, 28, and 33 in Section 4). The response format for each item was a five-point Likert scale, ranging from strongly disagree to strongly agree.

2. Cognitive complexity. Questions regarding degree of happiness, attitudes toward host society, socialization in host society, and involvement in host society were used to measure cognitive complexity (Questions 1, 2, 7, 8, 16, 17, 20, 27, 29, 34, and 36 in Section 4). The response format for each item was a five-point Likert scale ranging from strongly disagree to strongly agree.

3. Adaptive motivation. Desires of career advancement and gaining citizenship were used as indicators to measure the immigrants' motivation (Questions 9, 10, 11, 12, 37, 38, 39, and 40 in Section 4). The response format for each item was a five-point Likert scale.

Interpersonal communications. Questions which demonstrated the interaction with Americans, neighbors and

friends, immigrants' American friends, and association with American groups were designed to measure the respondents' interpersonal communication level (Questions 3, 4, 5, 18, 21, 35, 42, 43, 44, and 45 in Section 4). The response format for each item was also a five-point Likert scale.

Immigrants' political participation. To determine the immigrants' interest in American political participation, various questions on political socialization were asked: interest in international issues, national news, local news and elections; willingness to vote and to encourage others to vote, and finally, interest in talking politics and following the presidential election campaign (Questions 22, 23, 24, 25, 26, 31, 46, 47, and 48 in Section 4). The five-point Likert scale was also the response format for each item.

Data Analysis

This study used multiple and simple regression analysis methods to analyze the data. The hypotheses as formulated were essentially based on assumed linear relationships between independent and dependent variables. The basic measure of association used in the study was the Pearsonian coefficient of correlation.

Using multiple regression analysis, the researcher examined the collective and separate influences of the socio-demographic variables and psychological variables on

media use patterns. Straightforward, additive scales of these variables allowed the researcher to estimate the relative importance of the bivariate effects of the independent variables on dependent variables, and the multiple correlations were used to estimate their collective effects.

The Pearsonian correlation is based on a premise that change in the value of an independent variable will influence the value of the dependent variable. If there is extreme deviation or limited distribution in the values of independent variables, the interpretation of the correlation coefficient will become meaningless. As such, an examination of the distributions of the independent variables was done to exclude the variables that may weaken the interpretation of the results.

Among the independent variables that indicate the acculturation process, two variables, age and length of stay, were eliminated because of their skewed distribution or extreme deviation.

All statistical analyses were performed using the SPSS-X (Statistical Package for Social Science) mainframe system at San Jose State University.

Multi-item scales were constructed for all of the dependent and independent variables used in the statistical tests. Reliability tests were run to determine which combination of items that measured each of the variables

was the most reliable. Items were dropped from the scales if their inclusion in the scale resulted in a lower Cronbach's alpha coefficient of reliability. The following statistical tests were used to test the hypotheses:

H1a--Multiple regression and Pearson correlation analyses. The three-item independent variable scale--the combination of demographic factors, including education and income/occupation had an alpha of .90. The three-item dependent variable scale that measured immigrants' use of English media had an alpha of .57.

H1b--Multiple regression and correlation analyses. The eight-item independent variable was cognitive complexity with an alpha of .76. The dependent variable was use of English media by the respondents.

H1c--Multiple regression and correlation analyses. The four-item independent variable--adaptive motivation for career advancement had an alpha of .54. The dependent variable was immigrants' use of English media.

H1d--Multiple regression and correlation analyses. The seven-item independent variable was adaptive motivation for gaining citizenship, which had an alpha of .61. The dependent variable was use of English media.

H2--Multiple regression and correlation analyses. The independent variable was an eight-item interpersonal communication scale (.86 alpha) and the dependent variable was immigrants' use of English media.

H3--Multiple regression and correlation analyses. The independent variable was an eight-item political participation scale with an alpha of .84, and the dependent variable was use of English media.

Limitations of the Study

Survey research approaches to data-gathering typically rely on the individual as the unit of analysis and self-report data from individuals. The limitations of the study were as follows:

Sampling problems. The broad dispersion of the Chinese population in California made it difficult for the selected samples in this study to represent the whole universe. Therefore, the results from this study cannot be generalized.

Subjects' attitudes. "Ego threat," according to Gorden (1975), has been found to be one of the most significant inhibitors or distorters of communication studies. Some Chinese may tend to exaggerate or understate information to save face, especially in questions regarding income, occupational status, and English ability. Also,

while estimating the time they spend on certain media, researchers have found that people tend to exaggerate the time they use in reading materials and underestimate the time they spend on using TV or radio.

Questionnaire problems. So little research of this nature has been done on Chinese immigrants that some older respondents had great difficulty in completing the questionnaire because of inexperience or misunderstanding. Some respondents still considered the questionnaire complicated even after the researcher shortened it and revised 90% of the questions, changing them into simpler, multiple-choice questions.

CHAPTER IV

RESULTS

Demographic Profile

Of the 230 respondents, 56% were men and 44% were women. The mean age of the respondents was 45 years. Thirty-eight percent are from China, 25% are from Hong Kong, and 37% are from Taiwan. The average length of stay in the United States of the respondents was eight years (see Table 1). Table 2 shows the education distribution of the Chinese immigrants in this study by the highest education received from their homeland and from the United States. Table 3 and Table 4 show the occupational status and income of the respondents.

Table 1

Length of Stay in the U.S. Distribution (N = 229)

Length of stay	Percent
2 to 5 years	24%
6 to 7 years	24
8 to 9 years	16
10 to 11 years	19
12 to 19 years	17

Table 2

Education Distribution

Education Level	Percent
Highest Education Received in Home Country ($N = 230$)	
Elementary	9%
Junior High	18
High School	22
Military	1
College	16
University	34
Master Degree	--
Ph.D.	--
Highest Education Received in the United States ($n = 92$)	
Elementary	1%
Junior High	1
High School	1
Military	--
College	3
University	9
Master Degree	78
Ph.D.	7

Table 3

Occupational Status Distribution of Respondents (N = 217)

Occupation status	Percent
Professional	31%
Managerial/Administrative	11
Sales/Service	5
Clerical	12
Skilled Labor	15
Unskilled Labor	9
Unemployed/Homemaker	17

Table 4

Household Income Distribution of Respondents (N = 214)

Income level (annual)	Percent
\$50,000 or over	27%
\$40,001 to \$50,000	8
\$30,001 to \$40,000	6
\$25,001 to \$30,000	7
\$20,001 to \$25,000	12
\$15,001 to \$20,000	14
\$10,001 to \$15,000	17
\$ 5,001 to \$10,000	8
\$ 5,000 or under	1

Media Use Patterns

Table 5 demonstrates the common media-usage patterns of the Chinese immigrants. Media shown in the table includes: English/Chinese newspapers, English/Chinese magazines, English/Chinese television, and English/Chinese radio. The amount of the usage of each media was measured by weekly hours in seven categories ranging from 0 to 1 hours to 18 to 20+ hours.

As Table 5 shows, 47% of the respondents read English-language newspapers and 99% read Chinese-language newspapers. For those who read English-language newspapers ($n = 108$), the San Jose Mercury News ranked number one (66%). It is the most popular paper in the San Jose area. The most educated respondents participating in this research came from the Silicon Valley Engineers Group, which was based in San Jose. Other English-language newspapers read by respondents were: Los Angeles Times (17%), San Francisco Chronicle (13%), and the Wall Street Journal (3%).

The most popular Chinese-language newspapers read by the Chinese immigrants in this study was the World Journal (74%), which also had the highest circulation in the country of all the Chinese print media. Other frequently read Chinese-language papers were: Sing Tao Daily (14%), International Daily (6%), Chinese Times (also known as Kim Sun Times) (4%), and Hong Kong Times (1%) ($N = 214$).

Table 5

Chinese Immigrants' Use of English and Chinese Media

Media	<u>n</u>	Weekly Hours						
		0-1	1-3	4-7	8-10	11-13	14-17	18-20 ⁺
English								
Newspapers	108	1%	18%	41%	29%	4%	7%	--
Chinese								
Newspapers	227	1	11	43	25	7	9	4
English								
Magazines	87	7	53	26	10	--	3	--
Chinese								
Magazines	114	6	39	25	25	--	3	2
English								
Television	168	2	16	32	25	5	17	3
Chinese								
Television	219	1	14	33	27	8	14	3
English								
Radio	101	4	31	39	19	5	3	--
Chinese								
Radio	48	15	31	27	19	2	2	4

The most common type of English-language magazines read by Chinese immigrants in this study was news (33%), followed by professional (21%), general interest (18%), financial (7%), entertainment (7%), special interest/hobby (6%), family-oriented (5%), and fashion/trend (2%) ($n = 84$).

The most frequently read Chinese-language magazines had only a slightly different order, with news magazines in the lead (72%), followed by general interest (18%), fashion/trend (5%), entertainment (3%), special interest/hobby (2%), and professional (1%) ($n = 107$).

The most popular English-language TV programs watched by Chinese immigrants were: news (24%), movies (22%), drama (7%), sitcoms (6%), current events (4%), educational/cultural (2%), and variety shows (1%) ($n = 151$).

Chinese-language TV programs were ranked as follows: news (68%), soap operas (12%), movies (8%), drama (8%), variety shows (3%), and educational/cultural (1%) ($N = 221$).

The most popular English-language radio programs were pop music (53%), followed by news (32%), classical music (6%), and educational shows (9%) ($n = 99$).

The Chinese immigrants listened to Chinese-language radio primarily for news (93%) and then music (2%); 5% chose unspecified others ($n = 43$). However, the researcher did not include radio use in this study because it is

difficult to receive Chinese-language radio stations in the research areas. Also Chinese programs are not carried on American-owned radio stations.

The few Chinese-language stations in the research areas are very weak and only reach a fraction of the metropolitan areas. Most immigrants who want to listen have to either buy costly (to them) antennas or subscribe to satellite services. Consequently, the overall Chinese immigrant radio audience is very limited. Thus, the researcher decided not to include radio-listening in this study.

Information-Seeking Behavior

Other dependent variables, in addition to the amount of time spent on English-language media, included the use of English-language media as a major information source. The respondents were asked to indicate the most common information source they would turn to--Chinese/English-language media or Chinese/English friends and relatives--when they encounter different situations such as news searching or job/house hunting.

The following tables indicate the use of different information sources among different levels of demographic variables:

Education. Table 6 shows the education levels of immigrants and the amount of English-language papers and TV

programs they used. Among those who read English-language newspapers ($n = 108$), 29% had master's or doctorate degrees and spent over eight hours a week reading English-language newspapers. Among those who watch English-language TV programs ($n = 168$), 47% had master's or doctorate degrees, and 31% of them watched over eight hours a week.

When it came to choices of information sources, as shown in Table 7, 27% of those who said they spent most time on English-language print media had at least bachelor's degrees ($N = 224$). Twenty-two percent had master's or doctorate degrees. When respondents were asked to select their most important information source overall, 30% of those who selected English-language print media as their most important information sources had at least some college education ($n = 229$).

Table 6

Education Level and English-Language Media Use of Chinese Immigrants

Education	Weekly Hours							
	<u>n</u>	0-1	1-3	4-7	8-10	11-13	14-17	18-20 ⁺
English Newspapers (<u>n</u> = 108)								
Elementary to High school	9	--	1%	4%	4%	--	--	--
Some College to University	32	1	7	14	5	1	3	--
Master's or Ph.D.	67	--	11	23	21	3	5	--
English Television (<u>n</u> = 168)								
Elementary to High school	44	2%	6%	11%	5%	--	--	--
Some college to University	46	--	5	10	7	2	4	1
Master's or Ph.D.	77	--	5	11	15	4	10	2

Table 7

Education Level and Information Source of ChineseImmigrants

Education	<u>n</u>	Chinese			English		
		Friend/ family	TV	Print	Friend/ family	TV	Print
Most Time Spent on Information Sources (<u>N</u> = 224)							
Elementary to High school	96	5%	3%	33%	--	--	1%
Some college to University	51	1	1	15	--	1	5
Master's or Ph.D.	78	2	--	4	--	7	22

Most Important Information Source (<u>N</u> = 229)							
Elementary to High school	98	5%	4%	33%	--	--	--
Some college to University	53	2	--	14	--	1	6
Master's or Ph.D.	78	1	--	2	1	7	24

Occupation and Income. Tables 8 and 9 demonstrate the amount of English-language media usage and the information sources of respondents according to occupation. Table 8 shows that, of those who did read English-language newspapers ($n = 104$), 75% had managerial or professional jobs. Fifty-two percent of the same group watched English-language TV programs ($n = 163$), and 33% of them watched English-language TV programs more than eight hours a week.

Similar English-language media use patterns were found for people with fairly high incomes. Of those who read English-language newspapers ($n = 105$), 68% had annual incomes of \$40,000 or more. And of those who selected English-language print media as their most important information source, 72% had an income of \$40,000 or more a year ($n = 162$).

In addition, as Table 9 indicates, 24% of the respondents who selected English-language print media as their most important information source were in managerial or professional positions. Overall, 26% of the respondents who spent most of their media time on English-language print media were in managerial or professional positions.

Table 8

Occupation and English-Language Media Use of ChineseImmigrants

Occupation	<u>n</u>	Weekly Hours						
		0-1	1-3	4-7	8-10	11-13	14-17	18-20 ⁺
English Newspapers (<u>n</u> = 104)								
Unemployed/ homemaker	6	--	--	2%	3%	1%	--	--
Unskilled/ skilled labor	4	--	1	3	--	--	--	--
Clerical/ service	15	--	1	8	3	2	1	--
Managerial/ professional	79	1	16	27	24	1	6	--
English Television (<u>n</u> = 163)								
Unemployed/ homemaker	16	--	1%	3%	4%	--	2%	--
Unskilled/ skilled labor	27	2	4	6	3	--	2	--
Clerical/ Service	33	--	5	9	4	1	1	1
Managerial/ professional	87	--	6	13	14	4	13	2

Table 9

Occupation and Information Source of Chinese Immigrants

Occupation	n	Chinese			English		
		Friend/ family	TV	Print	Friend/ family	TV	Print
Most Time Spent on Information Sources (<u>N</u> = 213)							
Unemployed/ homemaker	35	2%	--	14%	--	--	--
Unskilled/ skilled labor	50	2	2	18	--	--	--
Clerical/ service	39	1	2	12	--	--	3
Managerial/ Professional	89	3	1	7	--	9	24
Most Important Information Source (<u>N</u> = 217)							
Unemployed/ homemaker	36	1%	--	14%	--	--	1%
Unskilled/ skilled labor	51	3	3	18	--	--	--
Clerical/ service	39	--	1	12	1	--	4
Managerial/ professional	91	3	--	4	1	8	26

Age. The age data in this study differed from the results reported by researchers who had conducted similar studies (Chen, 1992; Yoon, 1992; Yum & Wang, 1983). In the current study, older Chinese immigrants did not necessarily use more English-language media. In Table 10, among those who did read English-language newspapers ($n = 107$), only 11% were 45 or older. But 66% of the English-language newspaper readers in this study were age 25 to 38. The same age group was also the largest among those who did watch English-language TV programs (55%).

As shown in Table 11, respondents were asked which information source they spent the most time using, 22% of the respondents who chose English-language print media were 25 to 38 years old, and none of those who were older than 58 chose English-language print media ($N = 222$).

From this data, and Table 19 (which shows the correlation between demographic variables and English-language media use) the researcher decided not to use age as a demographic factor relating to immigrants' acculturation.

Table 10

Ages Group and English-Language Media Use of ChineseImmigrants

Age Group (Years old)		Weekly Hours						
	<u>n</u>	0-1	1-3	4-7	8-10	11-13	14-17	18-20 ⁺
English Newspapers (<u>n</u> = 107)								
25 - 33	28	1%	4%	8%	9%	--	4%	--
34 - 38	42	--	7	17	13	2	1	--
39 - 44	25	--	7	9	4	2	1	--
45 - 57	10	--	--	5	2	--	2	--
58 - 82	2	--	1	1	--	--	--	--
English Television (<u>n</u> = 166)								
25 - 33	39	--	2%	3%	9%	2%	6%	1%
34 - 38	50	--	4	11	7	2	7	1
39 - 44	34	--	5	8	5	1	1	--
45 - 57	21	--	2	5	3	--	1	1
58 - 82	22	2	4	4	1	--	2	--

Table 11

Ages Group and Information Source of Chinese Immigrants

Age Group (Years old)	<u>n</u>	Chinese			English		
		Friend/ family	TV	Print	Friend/ family	TV	Print

Most Time Spent on Information Sources (N = 222)

25 - 33	43	1%	--	6%	--	2%	9%
34 - 38	53	--	1	6	--	4	13
39 - 44	39	2	2	9	--	2	4
45 - 57	40	1	--	14	--	--	2
58 - 82	47	4	2	16	--	--	--

Most Important Information Source (N = 228)

25 - 33	44	1%	--	6%	--	1%	11%
34 - 38	55	1	1	5	--	4	14
39 - 44	39	1	1	9	--	2	4
45 - 57	42	2	1	13	--	--	2
58 - 82	48	3	1	17	--	--	--

Length of stay. Tables 12 and 13 indicate the percentage distribution between length of stay in the United States by the respondents and their use of English-language media. Both tables show similar trends in the relationship between age and English-language media use. Specifically, respondents who stayed longer in the United States did not use English-language media as much as those who had a shorter length of stay in the United States. Therefore, in this study, the researcher also excluded length of stay as one of the demographic indicators of acculturation.

The researcher found this phenomenon especially true in the San Francisco Bay Area. The recent influx of immigrants in this region are mostly young and well-educated professionals. They can better adapt to their new environment much faster than immigrants who have been in the United States longer. Many immigrants who have been in the United States longer are living in isolation within their own culture, such as immigrants living in San Francisco's Chinatown.

Table 12

Length of Stay and English-Language Media Use of Chinese Immigrants

Length of Stay (Years)		<u>n</u>	Weekly Hours						
			0-1	1-3	4-7	8-10	11-13	14-17	18-20 ⁺
English Newspapers (<u>n</u> = 108)									
2 - 5	20	--	2%	6%	7%	1%	2%	--	
6 - 7	25	--	6	9	6	--	2	--	
8 - 9	17	1	1	7	6	--	1	--	
10 - 11	26	--	5	9	9	1	--	--	
12 - 19	20	--	5	8	1	2	3	--	
English Television (<u>n</u> = 168)									
2 - 5	40	--	5%	5%	7%	2%	4%	1%	
6 - 7	39	--	4	10	8	1	2	--	
8 - 9	24	--	1	4	2	1	5	2	
10 - 11	33	1	2	8	4	1	4	--	
12 - 19	32	1	4	6	4	1	2	--	

Table 13

Length of Stay and Information Source of Chinese Immigrants

		Chinese			English		
Length of Stay							
(Years)	<u>n</u>	Friend/ family	TV	Print	Friend/ family	TV	Print
Most Time Spent on Information Sources (<u>N</u> = 224)							
2 - 5	51	2%	3%	12%	--	2%	5%
6 - 7	52	1	--	16	--	2	5
8 - 9	37	2	--	8	--	1	5
10 - 11	44	1	--	10	--	1	7
12 - 19	40	2	1	8	--	2	4
Most Important Information Source (<u>N</u> = 230)							
2 - 5	54	3%	2%	12%	1%	2%	5%
6 - 7	54	1	1	12	--	2	7
8 - 9	38	1	1	8	--	1	5
10 - 11	44	1	1	9	--	1	7
12 - 19	40	1	1	8	--	2	5

Cognitive Complexity. Table 14 demonstrates the general cognitive complexity of the immigrants. In the present study, it was measured by examining respondents' feelings of happiness, attitudes toward the host society, socialization, and involvement in the host society. The table lists a few key questions relating to immigrants' general cognitive complexity and response.

Also worth mentioning is that, although nearly half of the respondents (57%) felt unhappy living in the United States, the same percentage of respondents (57%) believed they made the right choice in coming to America.

When it came to information sources, among those who agreed with the question, "I have no problem fitting into American society," 51% selected English-language TV as their most important entertainment source. Forty-two percent selected English-language print media as their most important overall information source.

Respondents who agreed or strongly agreed with the statement, "I'm only involved in Chinese-speaking groups," ($n = 28$) seldom read English-language newspapers (17%), but 42% of this group watched English-language TV programs for eight to ten hours a week. The easy access to English-language TV programs helps explain this phenomenon since Chinese programs are not available at all times.

Table 14

Degree of Cognitive Complexity

Statement	<u>n</u>	Strongly disagree					Neither agree nor disagree					Agree					Strongly agree					<u>M</u>
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
"I'm not happy living in the U.S."	229	1%	9%	33%	46%	11%																3.6
"America is NOT a land of opportunity."	227	3	19	28	49	2																2.7
"I prefer Chinese culture to American culture."	229	4	39	35	21	10																2.8
"The U.S. is the greatest country in the world."	228	10	27	35	26	3																2.8
"I think I made a right choice to come to America."	225	2	12	29	53	4																3.5

Note. Entries are percentage and mean scores of respondents' answers to a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

Adaptive Motivation For Career Advancement. Because the sample in this study was first-generation Chinese immigrants who were trying to become American citizens, the researcher specifically selected career advancement and gaining U.S. citizenship as two motivations that could be expected to encourage Chinese immigrants to assimilate in American society.

Career advancement responses are shown in Table 15. The data shows that the majority of the Chinese immigrants are serious about getting ahead in their careers (50%), but 72% didn't think they can get better jobs in America. More than one-third (41%) of the Chinese immigrants believed that they do not have a fair chance to advance in the workplace.

Among those who believed that they can get better jobs in America (more motivated), 41% chose English-language print media to obtain world news, and 33% spent most of their media time on English-language TV programs ($N = 230$).

When it came to the information source for job hunting, English-language print media and Chinese print media were almost equal (33% vs. 32%) for those who were serious in getting ahead in their careers.

Table 15

Degree of Adaptive Motivation for Career Advancement

Statement	n	Strongly disagree					Neither agree nor disagree					Strongly agree					M
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
"If I work hard, I can climb up the career ladder."	226	--	23%	36%	35%	6%											3.2
"I can get a better job in America."	230	31	41	16	10	1											2.1
"I'm satisfied with my job."	230	4	37	41	16	1											2.7
"I need a better job to improve my life."	228	2	13	44	39	2											3.2
"I'm serious about getting ahead in my career."	227	2	9	40	46	4											3.4

Note. Entries are percentage and mean scores of respondents' answers to a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

Adaptive Motivation for Gaining Citizenship. All 230 Chinese immigrants surveyed in this study wanted very much to become U.S. citizens or were making efforts by attending special-designed classes. Because of this, it was expected that the respondents would look for various resources to improve their English ability and would utilize more English-language media.

Table 16 shows 52% of the respondents believed that becoming U.S. citizens is very important to them ($N = 228$). But 61% of the respondents had doubts whether becoming U.S. citizens would improve their lives.

From Table 16, it also shows that being able to travel with an American passport and being able to help other family members to come to America are two most popular incentives for the respondents to become U.S. citizens.

Table 16

Degree of Adaptive Motivation for Gaining U.S. Citizenship

Statement	n	Strongly disagree					Neither agree nor disagree					Agree					Strongly agree					<u>M</u>
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
"Becoming a U.S. citizen is very important to me."	228	2%	13%	33%	42%	10%																3.4
"I wonder if being a U.S. citizen will improve my life."	226	1	11	27	55	6																2.5
"I'd like to become a U.S. citizen so I can travel with an American passport."	228	1	8	18	65	8																3.7
"I'd like to become a U.S. citizen to help my family to come here as well."	229	2	13	16	62	7																3.6
"I have doubts about becoming a U.S. citizen because I care about my homeland."	228	7	43	36	13	1																3.4

Note. Entries are percentage and mean scores of respondents' answers to a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

Interpersonal Communication. Table 17 indicates the degree of interpersonal communication between the respondents and members of the host society. It shows a slight lack of interpersonal communication with Americans. Almost two-thirds of the population (64%) ($N = 229$) had never visited an American family during the year. Twenty-four percent did not have any American friends.

However, for those who interacted a lot with Americans at work, 65% considered English-language print media as their most important information source ($n = 82$).

Among those 46 respondents who listed having Americans as good friends, 32% chose English friends as their major information sources.

Those who never even had at least a long conversation with an American did show a higher percentage of using English print media to improve their English ability (57%). But most of their information came from Chinese-language media.

Table 17

Degree of Interpersonal Communications with Members of Host Society

Statement	n	Strongly disagree		Neither agree nor disagree		Agree		Strongly agree		M
		1	2	3	4	5				
"I have had long conversations with Americans."	230	33%	38%	10%	17%	2%				2.2
"I interact a lot with Americans at work."	229	19	27	18	33	3				2.7
"I'm not comfortable around Americans."	229	1	22	25	38	15				3.4
"One of my best friends is American."	230	14	41	24	19	2				2.6
"I don't have any American friends."	230	11	36	29	23	1				3.3
"I've visited an American family at least once this year."	228	17	47	13	20	3				2.4

Note. Entries are percentage and mean scores of respondents' answers to a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

Political Participation. Table 18 demonstrates the interest in American political participation by the respondents. The immigrants in this study showed a healthy interest in American politics. Almost two-thirds (63%) said they will exercise their rights as American citizens to vote. Forty-nine percent even followed the 1992 presidential election campaign ($N = 230$).

But one-third of the respondents also indicated that Chinese people in the United States generally have no power when it comes to politics.

Chinese print media and English-language print media are equally important for those who are interested in American politics when it comes to looking for world news (42% vs. 45%).

The researcher also found a strong correlation between interest in political participation and socio-demographic variables (education, job, and income) ($r = .65$, $p < .001$), which might help explain the phenomenon of higher usage of English-language media.

Table 18

Degree of Interest in Political Participation

Statement	<u>n</u>	Strongly disagree					Neither agree nor disagree					Agree					Strongly agree					<u>M</u>
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
"When I become a citizen, I'll exercise my right to vote."	230	--	6%	31%	50%	13%																3.7
"Chinese have no power when it comes to politics."	230	3	22	39	33	3																2.9
"I'm interested in American politics."	227	1	18	47	33	1																3.2
"I'd been following the presidential campaign."	230	--	22	29	44	5																3.3
"Political participation cannot have immigrants' voice heard."	228	14	36	28	21	1																3.4
"Any political change has nothing to do with my life in America."	230	17	35	27	20	1																3.5

Note. Entries are percentage and mean scores of respondents' answers to a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

Table 19

Correlations for Independent Variables (Acculturation Factors, Interpersonal Communication, Political Participation) and Dependent Variables (English Media Use as Information Source)

	Cognitive Complexity ^e	Career Motive ^f	Citizen Motive ^g	Interpersonal ^h	Political ⁱ	Media ^j	Media ^k	Media ^l	Media ^{3m}
ALL SES ^a	.46**	.48**	--	.69**	.57**	.66**	.64**	.68**	--
SES1 ^b	.59**	.50**	--	.79**	.66**	.81**	.77**	.82**	--
SES2 ^c	-.27**	--	--	-.24**	-.23**	-.34*	-.35**	-.31*	--
SES3 ^d	.56**	.40**	--	.67**	.65**	.86**	.83**	.87**	.28*
Cognitive Complexity ^e	--	.38**	.34**	.74**	.63**	.72**	.60**	.66**	.34*
Career Motive ^f	--	--	--	.58**	.44**	.46**	.33**	.41**	--
Citizen Motive ^g	--	--	--	--	.24**	--	.16*	--	--
Interpersonal ^h	--	--	--	--	.72**	.79**	.69**	.74**	.30**
Political ⁱ	--	--	--	--	--	.74**	.65**	.70**	.23**

Abbreviations:

- a ALL SES includes education, length of stay, age, occupation, income, and English ability.
- b SES1 includes education, occupation, income, and English ability.
- c SES2 includes length of stay and age.
- d SES3 includes education, occupation, and income.
- e Cognitive includes an eight-item scale of immigrants' cognitive complexity measure.
- f Career motivation includes a four-item scale of immigrants' adaptive motivation for career advancement.
- g Citizen motivation includes a seven-item scale of immigrants' adaptive motivation for gaining U.S. citizenship.
- h Interpersonal includes an eight-item scale of immigrants' interpersonal communication with members of the host society.
- i Political includes an eight-item scale of immigrants' interest in political participation.
- j Media includes immigrants' English media use as their information source for general and personal information.
- k Media1 includes immigrants' English media use as their information source for general information.
- l Media2 includes immigrants' English media use as their information source for personal information.
- m Media3 includes immigrants' total English media use.

*p < .01

**p < .001

Test of Hypotheses

H1a: As the level of socio-economic status increases, the use of English-language media by first-generation Chinese immigrants also increases.

This hypothesis grew out of the assumption that first-generation Chinese immigrants who have a higher socio-economic level would have a greater tendency to utilize English-language media and English information sources.

Table 19 shows positive correlations between education, job/income, English ability and English-language media use. However, the table also shows a negative correlation between age plus length of stay and English-language media use.

Twenty simple-regression analyses were conducted using the five independent variables (education, age, length of stay, job/income, and English ability). As shown in Table 20, a high percentage of the variance was explained by the three independent variables: education, job/income, and English ability. Since respondents' length of stay was not a significant predictor of English-language media use, it was excluded from the table ($r = -.10$, $p = .275$).

Table 20 also shows that age has a significant negative relationship with all four English-language information seeking variables. As with length of stay, age

was excluded from further analysis as a predictor socio-economic status variable. The age and length of stay phenomenon can be explained by the recent influx of young, highly educated and skilled Chinese immigrants who have considerable English ability and English-language media familiarity even before their arrival in the United States. Their learning and motivation for adapting are also much greater than those who are older or who have been in the United States longer. Therefore, it was concluded that, in terms of the acculturation process, it doesn't take a longer period of time for immigrants to become familiar and fond of using English-language media.

Table 21 shows strong support for Hypothesis 1a. Socio-economic status explains 77% of the variance in the Chinese immigrants' use of English-language media as their major information source. In addition, Table 22 also shows support for H1a. Socio-economic status explains 10% of the variance in the total English-language media use of Chinese immigrants.

Table 20

Regression Model of Socio-Economic Status as the Predictor
of Chinese Immigrants' English-Language Media Use

Variables	n	Beta	Adjusted R ²	p
Time Spent Using English-Language Media				
Education	193	.743	.53	<.0001
Age	191	-.498	.25	<.0001
Job/Income	193	.703	.49	<.0001
English ability	193	.541	.29	<.0001
General News Information				
Education	193	.789	.62	<.0001
Age	190	-.562	.31	<.0001
Job / Income	193	.786	.62	<.0001
English ability	193	.568	.32	<.0001
Personal News Information				
Education	92	.882	.78	<.0001
Age	90	-.653	.42	<.0001
Job and Income	92	.824	.68	<.0001
English ability	92	.664	.43	<.0001
Total English-Language Media Use				
Education	87	.876	.76	<.0001
Age	85	-.667	.44	<.0001
Job and Income	87	.819	.66	<.0001
English Ability	87	.673	.45	<.0001

Note. Sixteen separate simple regression analyses were conducted for each of the independent variables.

Table 21

Regression Model of Socio-Economic Status as the Predictor
of Chinese Immigrants' Use of English-Language Media as
Their Major Information Source ($n = 75$)

Independent Variable	Beta
Socio-Economic Status	.881*
Variance accounted for in system (Adjusted R^2)	.77

Note. Socio-economic status includes education, occupation,
and income.

* $p < .0001$

Table 22

Regression Model of Socio-Economic Status as the Predictor
of Chinese Immigrants' Total English-Language Media Use
(n = 37)

Independent Variable	Beta
Socio-Economic Status	.354*
Variance accounted for in system (Adjusted R^2)	.10

Note. Socio-economic Status includes education, occupation, and income.

* $p < .01$

H1b: As the level of cognitive complexity increases, the use of English-language media by first-generation Chinese immigrants also increases.

This hypothesis assumed that first-generation Chinese immigrants who feel happy and comfortable living in America, and have more positive attitudes towards American society in general are likely to spend more time using English-language media and choose English-language media as their major information source.

The independent variable cognitive complexity was an eight-item scale that had an alpha reliability coefficient of .76. As Table 19 shows, there was a highly significant correlation between cognitive complexity and English-language media as the major information source ($r = .72$, $p < .001$).

Tables 23 and 24 are the regression models which show that time spent using English-language media explains 35% of the variance in cognitive complexity, and using English-language media as the major information source explains 49% of the variance in cognitive complexity. Both tests show that the results were significant and that the hypothesis was supported.

Table 23

Regression Model of Chinese Immigrants' Cognitive Complexity as the Predictor of Time Spent Using English-Language Media ($n = 193$)

Independent Variable	Beta
Cognitive Complexity	.597*
Variance Accounted for in system (Adjusted R^2)	.35

* $p < .0001$

Table 24

Regression Model of Chinese Immigrants' Cognitive Complexity as the Predictor of the Use of English-Language Media as the Major Information Source ($n = 87$)

Independent Variable	Beta
Cognitive Complexity	.706*
Variance Accounted for in system (Adjusted R^2)	.49

* $p < .0001$

H1c: As the level of adaptive motivation for career advancement increases, the use of English-language media by first-generation Chinese immigrants also increases.

H1d: As the level of adaptive motivation for gaining U.S. citizenship increases, the use of English-language media by first-generation Chinese immigrants also increases.

Kim (1988) found that motivation for upward mobility plays an important role in the acculturation capability of immigrants. Therefore, the researcher hypothesized that the more motivated Chinese immigrants are in terms of career advancement and gaining U.S. citizenship, the more they would be encouraged to assimilate into American society, and consequently, to use English-language media more often. The results of the survey supported Hypothesis 1c. Adaptive motivation for career advancement had a reliability coefficient alpha of .54. The Pearson correlation between adaptive motivation for career advancement and using English-language media as a major information source was .46 ($p < .001$).

The regression models in Table 23 and Table 24 show that adaptive motivation for career advancement explains 13% of the variance in total time spent on English-language media, and that adaptive motivation for career advancement explains 20% of the variance in the use of English-language media as the major information source.

But the results did not support Hypothesis 1d. The independent variable measuring motivation for gaining U.S.

citizenship was a seven-item scale that had an alpha reliability coefficient of .61. However, there was not a significant correlation between motivation for gaining U.S. citizenship and either the use of English-language media as the major information source ($r = .15$, $p < .1$), or total time spent on English-language media ($r = -.01$, $p = .473$). The regression model shows an adjusted R^2 of .02 ($p = .36$).

The reason why Hypothesis 1d was not supported in this study could be that gaining U.S. citizenship was not a strong enough motivation to encourage Chinese immigrants to use more English-language media, even for Chinese immigrants who needed or desired to become U.S. citizens.

Another explanation is that, since most of the Chinese immigrants in this study were taking classes that were specifically designed to improve their English-language ability, it is possible that they were using the classes as shortcuts to achieve their goals; perhaps, they learned only enough English in the classes to pass the required tests to obtain U.S. citizenship.

Table 25

Regression Model of Chinese Immigrants' Adaptive Motivation for Career Advancement as the Predictor of Time Spent on English-Language Media ($n = 193$)

Independent Variable	Beta
Adaptive Motivation for Career Advancement	.365*
Variance Accounted for in System (Adjusted R^2)	.13

* $p < .0001$

Table 26

Regression Model of Chinese Immigrants' Adaptive Motivation for Career Advancement as the Predictor of the Use of English-Language Media as the Major Information Source ($n = 87$)

Independent Variable	Beta
Adaptive Motivation for Career Advancement	.458*
Variance Accounted for in System (Adjusted R^2)	.20

* $p < .0001$

H2: As the level of interpersonal communication with members of the host society increases, the use of English-language media by first-generation Chinese immigrants also increases.

This hypothesis assumed that the greater the participation in host interpersonal communication, the greater the participation in the host mass media.

Interpersonal Communication in this study was an eight-item scale that had an alpha reliability coefficient of .86. Table 19, the correlation matrix, shows that there was a highly positive correlation between Chinese immigrants' interpersonal communication with members of host society and their use of English-language media as a major information source ($r = .79$, $p < .001$). The regression models shown on Table 27 and Table 28 indicated that interpersonal communication explains 43% of the variance in using English-language media as the major information source, and 59% of the variance in total time spent on English-language media ($p < .0001$).

Thus, the findings were significant and supported Hypothesis 2.

Table 27

Regression Model of Chinese Immigrants' Interpersonal Communication with Members of the Host Society as the Predictor of Time Spent on English-Language Media ($n = 193$)

Independent Variable	Beta
Interpersonal Communication	.660*
Variance Accounted for in system (Adjusted R^2)	.43

* $p < .0001$

Table 28

Regression Model of Chinese Immigrants' Interpersonal Communications with Members of the Host Society as the Predictor of the Use of English-Language Media as the Major Information Source ($n = 87$)

Independent Variable	Beta
Interpersonal Communication	.776*
Variance Accounted for in system (Adjusted R^2)	.59

* $p < .0001$

H3: As interest in political participation by first-generation Chinese immigrants increases, the use of English-language media also increases.

It was initially assumed in the present study that the more interested Chinese immigrants are in participating in the American political process, the more likely they will use English-language media as their major source of information.

As shown in Table 19, the independent variable, an eight-item political participation scale with an alpha reliability coefficient of .84, had a positive correlation with the respondents' use of English-language media as the major information source ($r = .74$, $p < .001$).

The significant R^2 changes shown on Table 29 and Table 30 also suggested that Chinese immigrants' interest in American political participation is significantly related to their English-language media use: Chinese immigrants' interest in political participation explains 30% of the variance in time spent on English-language media, and 53% of the variance in the use of English-language media as the major information source. Therefore, the data supported the hypothesis.

From Table 19, which shows the correlation matrix between independent and dependent variables, the researcher also found that there were fairly strong correlations between respondents' socio-economic status (education, job and income) and cognitive complexity, along with their

interpersonal communication and political participation. This result supported Kim's (1988) finding that (a) the greater the development of host communication competence (higher education, job, and income levels), the greater the participation in host interpersonal communication, and (b) the greater the participation in host interpersonal communication (and also, in the present study, host society politics), the greater the participation in host mass media.

Table 29

Regression Model of Chinese Immigrants' Interest in Political Participation as the Predictor of Time Spent on English-Language Media ($n = 193$)

Independent Variable	Beta
Interest in Political participation	.551*
Variance Accounted for in system (Adjusted R^2)	.30

* $p < .0001$

Table 30

Regression Model of Chinese Immigrants' Interest in Political Participation as the Predictor of the Use of English-Language Media as the Major Information Source ($n = 87$)

Independent Variable	Beta
Interest in political participation	.732*
Variance Accounted for in system (Adjusted R^2)	.53

* $p < .0001$

CHAPTER V

CONCLUSIONS

The overall theoretical framework underlying this study was that mass media, as vehicles of social integration and social interaction, are important determinants of the acculturation level an immigrant achieves. Immigrants, particularly first-generation Chinese, may undergo secondary socialization in the host country--especially when the new country's culture is significantly different from their own.

The major concerns of this study were to determine the patterns of mass media usage by first-generation Chinese immigrants in the San Francisco Bay Area and Los Angeles area. The study was also aimed at determining the relationship of mass media usage to their degree of acculturation, interpersonal communication, and interest in political participation. The investigation focused on three areas: (a) to determine what variables influence Chinese immigrants' use of English-language media; (b) to explain communication diversity by means of immigrants' social and cognitive capacity; and (c) to define the role of mass media in the acculturation process, interpersonal communication, information-seeking behavior, and political participation of the respondents.

The results of the study, reported in the preceding chapter, are summarized and discussed in this chapter. The discussion consists of four parts. First, the researcher discusses and summarizes the research findings. Second, the limitation and problems the present study encountered are explained. Third, the theoretical contributions and implications are noted. Finally, recommendations are presented for future studies.

Summary of Findings

Findings of this study of Chinese immigrants in regard to their mass media behavior are presented as follows:

(a) general demographic findings; (b) general media use and information-seeking behavior; (c) results of hypothesis testing.

Demographic Findings. The respondents in this study were 230 first-generation Chinese immigrants living in the San Francisco Bay Area and Los Angeles area: 128 men and 102 women. One-third (38%) were from China, 25% were from Hong Kong, and 37% were from Taiwan. The average length of stay in the United States was eight years and the average age was 45 years.

The average education level of the respondents was college level. One-third (31%) had professional careers. Another third were skilled/unskilled workers or were

unemployed. The average annual household income was \$25,000 to \$30,000.

Media Use and Information-Seeking Behavior. The respondents read more Chinese newspapers than English newspapers. The majority of the respondents (43%) spent four to seven hours a day reading Chinese newspapers. Among those who read English-language newspapers, 41% read four to seven hours a day. In this study, the most popular Chinese newspaper was the World Journal, followed by Sing Tao Daily. As for English newspapers, the San Jose Mercury News ranked first among those who read English newspapers. This is not surprising since one-third of the respondents were from the San Jose area and were professionals in high-tech industries.

One-third of the respondents (33%) spent four to seven hours a day watching Chinese TV, which was fairly high considering the fact that people in general underestimate the time they spend watching television. The most popular style of TV programs, both Chinese and English, were news programs.

Magazines had a lower readership. The average time Chinese immigrants spent reading them each day was one to three hours. The two most commonly read styles of magazines were professional and news-oriented periodicals.

There were practically no Chinese-language radio

broadcasts in both the Bay Area and the Los Angeles area. The few in existence are on such weak signals that only a fraction of the metropolitan areas can receive the signal. Chinese immigrants wishing to listen must buy special radio components to successfully tune-in to these weak stations. Most immigrants deemed such purchases as an unnecessary luxury. As a result, the overall Chinese listening audience was virtually nil. Therefore, the study excluded all radio use as part of the overall media use by Chinese immigrants.

The researcher adapted Kim's study (1988) and Yum's study (1982) by using certain socio-economic variables and cognitive capacity as indicators of first-generation Chinese immigrants' acculturation into the host society. It was discovered that Chinese immigrants' education, occupation, and income were the most important socio-economic determinants of media-usage and information-seeking behaviors. These findings were in accordance with studies reviewed in Chapter II (Kim, 1976; Kitano, 1976; Pang, 1986; Yoon, 1992).

But contrary to previous studies, age and length of stay were found to be negatively correlated with host media use. The reason for this is that a large part of the respondents in this study are recently-arrived Silicon Valley computer engineers. The Silicon Valley is the focal

point for America's high-tech industry. This area has attracted tens of thousands of young, highly-educated immigrants. Most are white-collar professionals who possess good English communication skills and are very eager to assimilate into the California lifestyle. They have absorbed the English-language media and other information much faster than other Chinese immigrants who are older or have been in the United States much longer, and whose overall English communication and English-language media skills are still limited.

Under the uses and gratifications approach, the researcher focused on the motives of the information-seekers. It was suggested that mass communications operate in terms of audience adaptations rather than reactions (Blumler, 1985). The audience is seen as very active and mass media use is assumed to be goal directed. Under this approach, the contents of the media are meaningful only to those who choose them. To the extent that an individual perceives that an issue or an environmental object may personally affect him or her sooner or later, he or she will find it so salient that he or she actively seeks information that is needed (Berger, 1986; Palmgreen & Rayburn, 1982). According to Chaffee and McLeod (1973), the effects of mass media are most visible in the period of social crisis. The greater the crisis, the more the need

for current information and the higher the amount of mass media exposure needed to gain the knowledge for one's adjustment to the new reality.

Given the findings of those previous studies, this study found that most Chinese immigrants used Chinese print media to obtain general news such as world news, host country news, homeland news, and community news. English-language media (print and TV) were chosen for obtaining personal information such as job-hunting, housing, sales, entertainment, and language improvement.

The study also found that immigrants who had positive attitudes towards their host society and generally felt happy and comfortable living in the host society were also the ones who had a higher socio-economic status and therefore had a tendency to use more English-language media.

This study also found that about half of the respondents weren't comfortable interacting with members of the host society. In some cases, those immigrants not comfortable interacting with members of the host society had low communications skills even with members of their own culture. But for the most part, the researcher believed most of the immigrants who indicated that they were not comfortable dealing with Americans and the American media simply were not comfortable or confident in

their own mastery of the English language, and therefore choose to isolate themselves within their own Chinese subculture.

Most respondents in this study had a strong interest in host political participation. But a high percentage of respondents had doubts about the impact of American politics on their own well-being. A positive association was found between socio-economic status, English-language media use, and immigrants' interest in political participation.

Hypotheses Tests. An implicit assumption of this study was that first-generation Chinese immigrants use the mass media for various needs in their acculturation process. As an immigrant's need changes, the use of mass media also changes. This notion was advanced in three hypotheses and four sub-hypotheses. In the hypotheses, variables related to the acculturation process, interpersonal communication, and interest in political participation were used as independent variables and English-language media use were used as dependent variables. Regression analysis was used to test the hypotheses.

Hypothesis 1a was supported after the researcher excluded age and length of stay as indicators of socio-economic status in the acculturation process. Because of

the recent influx of younger immigrants in California, age, and length of stay are no longer significant determinants of the acculturation process. First-generation Chinese immigrants who had higher socio-economic status (education, job, and income) were more likely to use more English-language media and English-language information source.

Hypothesis 1b was also supported. Immigrants who felt happier and more comfortable living in America, and who had more positive attitudes towards American society were more likely to spend more time on English-language media and use English-language media as their major information source.

When it came to immigrants' motivations, Hypothesis 1c was supported, but H1d was not. The results demonstrated that immigrants in this study may use more English-language media to try to advance in their careers. However, gaining U.S. citizenship was not a strong enough motivation for immigrants to use English-language media as their major information source. It may be that the respondents rely on the English-language classes they were attending as a shortcut to obtain U.S. citizenship. In other words, they learned just enough English in their classes to carry out duties or pass tests.

Hypothesis 2 was supported by the data. Immigrants who engaged in more interpersonal communications with members of the host society were more likely to use

English-language media as information sources. The study also found that those who had a higher socio-economic status were more likely to interact with members of the host society, which supported Kim's theorem (1988).

Hypothesis 3 was also supported. Those who had a higher interest in American political participation were more likely to use more English-language media. The results supported George and Robinson-Weber's (1983) finding that there is a positive correlation between the number of different types of media to which one is exposed and one's interest in political participation. It also showed that the effect of interest in political participation on media use is also determined by other variables such as education, occupation, and attitudes toward change.

Research Limitations

Aside from the general limitations of the study in conducting survey research addressed in Chapter III, there were other problems and limitations of the present study that need to be mentioned.

First, the target population of the study was first-generation Chinese immigrants living in San Francisco's Chinatown, the Silicon Valley in the southern Bay Area, and Monterey Park in the Los Angeles area. In Chapter III the

researcher noted that, by using a purposive sample, this study of first-generation Chinese immigrants can be regarded as only an initial step in determining whether general mass communication theories are applicable; therefore, the results of this study should not be used to generalize English-language media usage to Chinese immigrants as a whole.

Second, it must be noted that different results may be obtained in other parts of the country where the amount and the availability of Chinese-language media are different from the San Francisco Bay area and the Los Angeles area in which Chinese-language media are widely available.

Theoretical Contributions and Implications

Despite these limitations suggested above, the present study made a contribution to social research on media use and information-seeking behavior by Chinese immigrants in their host society. To the researcher's knowledge, this is the first study ever conducted on Chinese immigrants where the entire group of respondents really are eager to become U.S. citizens. The contributions and implications of this study are as follows:

First, the study demonstrated how cognitive complexity, interpersonal communication, and interest in political participation were important determinants for

using the English-language media by first-generation Chinese immigrants. This was different from most previous research on acculturation and English-language media use by Chinese immigrants.

Second, age and length of stay were found not to be significant determinants of the acculturation process for the Chinese immigrants. It was found that the newer, younger Chinese immigrants can adapt to the host culture faster and use more English-language media than most older immigrants who have been in this country longer.

Third, it was found that education, job, and income were the most important socio-economic determinants of English-language media use and information-seeking.

Fourth, the study found that immigrants in this study used more Chinese-language print media for obtaining general news. More English-language media was used for sources of personal information.

Finally, the study may be the first to look into interest in political participation by first-generation Chinese immigrants in regard to their media use. It was found that most respondents were interested in American politics and willing to participate once they become U.S. citizens. Those who were highly interested in American politics had a tendency to use more English-language information sources. But the study also indicated the

immigrants' doubts on the effect of American politics on their well-being.

Directions for Future Studies

A single study cannot treat every aspect of the issue involved. The present study was not able to answer many questions related to the target audience as indicated earlier in sections on limitations to the study. Different results may be found if the same research is conducted in different geographic areas where ethnic and English-language media availability is different from the media available in California.

In addition, there is a need for more research on *how* and *why* Chinese immigrants use certain English-language media and the effect of English-language media on the cognitive capacity and political participation and perception of Chinese immigrants. Studies on long-term cumulative effects of mass media on the socialization of immigrants will be very valuable.

Finally, future researchers interested in studying the acculturation and mass communication of Chinese immigrants should also take into consideration the comparison of immigrants' culture of origins and the difference in their English-language media use and information sources, such as a comparison of English-language media-usage levels between

Hispanic and Asian immigrants.

As noted earlier, the United States is experiencing an ethnic revolution. Immigrants from all parts of the world continue to pour into this country every day. It is time for the English-language media to pay attention to newcomers and their English-language media use in this country.

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APPENDICES

APPENDIX A

- A.1 Population of Six Largest Asian Groups
in Northern California
- A.2 Population of Six Largest Asian Groups
in Southern California
- A.3 San Francisco Bay Area Population by
Ethnic Group
- A.4 Population Growth by Ethnic Group
- A.5 Occupation Distribution among Native-
and Foreign-born Men Ages 25-64
- A.6 Average Annual Family Income

TABLE A.1

Population of Six Largest Asian Groups in Northern California

	Chinese	Filipino	Japanese	Vietnamese	Korean	A. Indian	Population	Total Asian	Asian %	Chinese %
San Francisco	127,140	42,652	12,047	9,712	6,240	3,063	723,959	210,876	29	60
San Jose	31,112	38,169	11,794	41,303	7,207	10,672	782,248	152,815	20	20
Oakland	27,672	7,327	2,413	6,481	1,440	1,178	372,242	54,931	15	50
Vallejo	20,186	507	507	284	293	748	109,199	25,063	23	81
Fremont	11,004	9,345	2,123	1,712	1,814	5,577	173,339	33,671	19	33
Daly City	10,212	25,092	869	586	700	840	92,311	40,466	44	25
Berkeley	6,674	1,408	2,838	743	1,364	1,054	102,724	15,178	15	44
Sunnyvale	6,548	5,597	2,840	2,664	1,690	2,091	117,229	22,655	19	29
Alameda	4,781	6,314	866	457	1,003	368	76,459	14,717	19	32
San Mateo	3,580	2,163	2,368	244	493	639	85,486	11,377	13	31
San Leandro	3,558	3,269	649	33	355	297	68,223	9,392	14	38
South S.F.	3,373	6,712	564	35	323	782	54,312	13,368	25	25
Hayward	3,158	7,070	1,040	1,340	732	1,741	111,498	17,335	16	18
Palo Alto	2,897	430	1,302	87	358	417	55,900	5,835	10	50
Union City	2,863	9,749	455	1,088	583	2,132	53,762	17,978	33	16
Richmond	2,791	2,782	1,055	491	518	813	87,425	10,341	12	27
Santa Clara	2,663	4,970	1,670	3,396	1,639	2,118	93,613	17,416	19	15
Mountain View	2,581	3,011	1,659	871	472	748	67,460	9,932	15	26
Saratoga	2,500	138	642	129	329	343	28,061	4,215	15	59
Stanford	1,706	105	469	119	865	395	18,097	3,861	21	44
San Bruno	1,700	2,322	627	56	412	634	38,961	6,987	18	24
Millbrae	1,439	583	634	26	198	216	20,412	15,972	17	9
Pacifica	1,309	2,425	409	80	122	153	37,670	5,133	14	26
Newark	1,007	2,427	367	293	255	967	37,861	6,035	16	17
Pinole	930	1,324	238	89	164	205	17,460	3,082	18	30
San Pablo	452	1,511	113	431	125	437	25,158	4,329	17	10
Pittsburg	355	3,640	186	271	105	445	47,564	5,792	12	6
Total	284,191	191,042	50,744	73,021	29,799	39,073	3,498,633	738,752		

Source: U.S. Census Bureau 1990

TABLE A.2

Population of Six Largest Asian Groups in Southern California

	Chinese	Filipino	Japanese	Vietnames	Korean	A.Indian	Population	Asian	Asian	Chinese
									%	%
Los Angeles	67,196	87,625	45,370	18,674	72,970	17,227	3,485,398	341,807	10	20
Monterey Pk.	21,971	1,067	6,081	2,736	1,220	154	60,738	34,898	58	63
Alhambra	21,303	1,802	1,669	3,816	835	487	82,106	31,313	38	68
San Diego	14,076	63,381	8,673	17,060	3,644	3,166	1,110,549	130,945	12	11
Rosemead	10,832	965	1,039	3,590	285	117	51,638	17,725	34	61
Irvine	6,482	1,574	3,382	2,319	3,660	1,722	110,330	19,970	18	32
Cerritos	5,406	5,875	2,136	691	6,513	2,075	53,240	24,057	45	22
Torrance	5,144	1,941	13,017	827	5,888	890	133,107	29,097	22	18
Anaheim	4,028	4,243	2,798	4,569	4,245	2,304	266,406	25,018	9	16
Long Beach	3,771	17,329	3,531	5,112	1,489	1,464	429,433	58,266	14	7
Glendale	2,710	8,022	1,677	1,249	9,445	874	180,038	25,453	14	11
Santa Ana	2,272	2,639	1,347	14,878	926	603	293,742	28,585	10	8
Garden Grove	2,056	2,185	1,382	15,001	5,702	631	143,050	29,337	21	7
Carson	526	14,100	1,274	429	907	246	83,995	20,972	25	3
Total	167,773	212,748	93,376	90,951	117,729	31,960	6,483,770	817,443		

Source: U.S. Census Bureau 1990

Table A.3

San Francisco Bay Area Population by Ethnic Group 1990 (Thousands)										
	Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	Total
Hispanic	181.8	91.3	17.9	16.9	100.7	114.6	314.6	45.5	41.2	923.6
White Non-Hispani	680.0	660.1	194.7	89.6	337.1	392.1	869.9	207.5	327.4	3,650.3
Black	222.9	72.8	7.5	1.2	76.3	34.0	62.6	43.9	5.3	616.4
Asian & Other	194.5	79.5	10.0	4.2	209.8	108.9	260.6	43.6	14.3	926.2
Chinese	68.6	22.1	3.0	0.6	127.1	32.6	66.0	3.2	2.2	324.3
Filipino	62.6	24.7	1.2	1.4	42.7	44.7	61.6	28.4	1.8	268.9
Indian	16.3	6.4	0.6	0.1	3.1	4.8	20.2	1.9	0.7	63.0
Japanese	13.6	7.9	1.7	0.6	12.0	9.9	26.6	2.5	1.7	76.5
Korean	9.6	3.9	0.8	0.3	6.2	3.4	16.6	1.2	0.7	41.7
Vietnamese	13.4	3.4	0.9	0.1	9.7	1.8	54.2	0.9	0.8	85.1
Other	21.6	11.2	1.7	1.2	8.9	11.7	17.6	6.6	6.4	85.8
Total Population	1,279.2	803.7	230.1	110.8	724.0	649.6	1,497.6	340.4	388.2	6,023.6

Source: 1990 Census

Table A.4

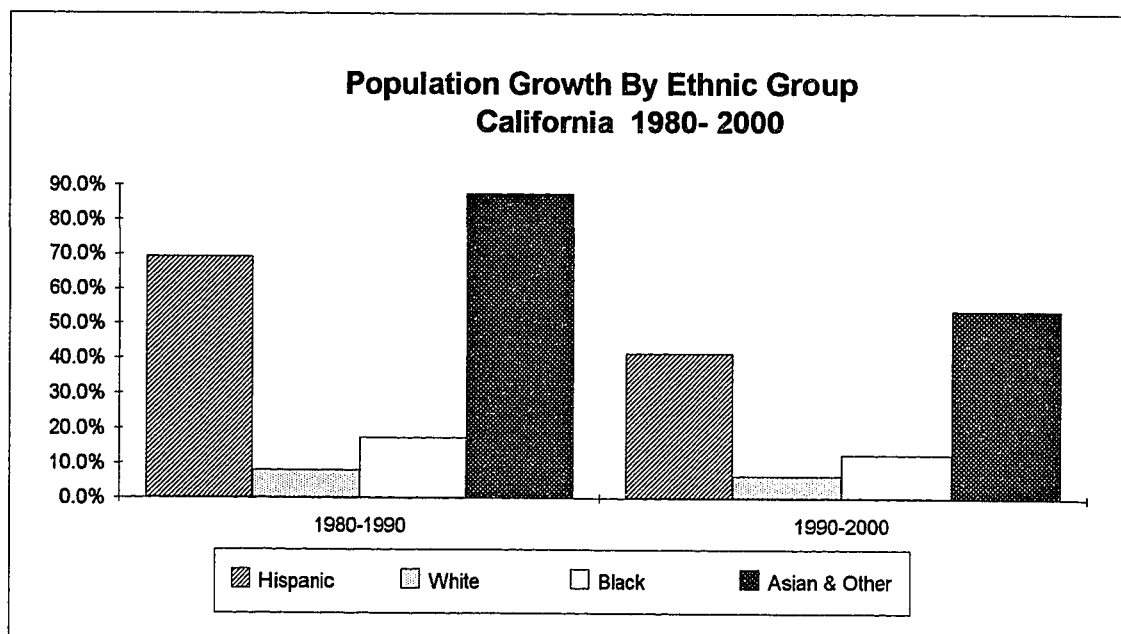


Table A.5

Occupation Distribution Among Native- and Foreign-born
Men Ages 25-64

Occupation	Non-Hispanic White		Chinese	
	Native-	Foreign-	Native-	Foreign-
Professional	25.9%	29.4%	42.6%	38.4%
Technical/sale	18.2	16.6	26.5	16.8
Service	6.1	8.0	7.5	26.3
Farming	3.3	1.5	0.9	0.5
Craft/Repair	21.8	23.3	12.2	7.0
Laborer	20.8	18.2	7.6	7.5
Unemployed	3.9	3.0	2.6	3.4

Source: U.S. Civil Right Commission Study (in Sing, 1989).

Table A.6

Average Annual Family Income

Ethnicity	Native-born Income	Foreign-born Income
Non-Hispanic Whites	\$26,514	\$27,006
Chinese	39,805	26,230
Korean	38,610	24,895
Japanese	38,324	25,094
Filipino	21,190	29,400
Asian Indian	18,789	30,465

Source: U.S. Civil Right Commission Study (In Sing, 1989).

APPENDIX B

Cover Letter (English)
Questionnaire (English)
Cover Letter (Chinese)
Questionnaire (Chinese)

School of Journalism and Mass Communications

One Washington Square • San José, California 95192-0055 • 408/924-3240 • Fax 408/924-3229

December, 1992

Dear Sir or Madam:

I am a graduate student at San Jose State University and, as part of the requirements for the Master's degree in Mass Communications, I am conducting thesis research that I believe would be as interesting to you as it is to me.

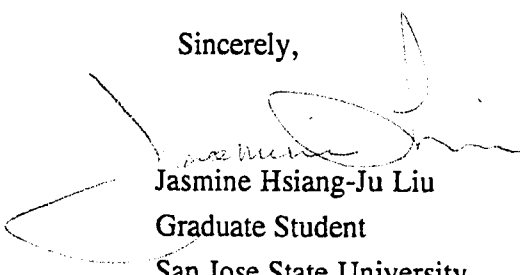
This study will examine first-generation Chinese residents' patterns of mass media use and information seeking. I believe the results would not only be quite helpful to anyone in the United States interested in understanding Chinese-Americans, but would also show other Americans the diverse characteristics and great potential in the people of the Chinese community, like yourself.

Participation in this study is strictly voluntary. You should understand that choosing to withdraw from this study, or from any part of this study, will not affect your relations with San Jose State University or Kim Sun Chinese Affairs Agency. If you are of Chinese ancestry and are 18 or older, I urge you to participate. All information will be kept confidential, and will be presented only in statistical form in the final report. Your name will not be used.

If you have any questions about this study, please contact me at (408) 253-0683 or my graduate advisers, Dr. He Zhou, (408) 924-3284, and Dr. Diana Stover, (408) 924-3271. For questions about research subject's rights, you can contact Dr. Serena Stanford, Associate Academic Vice President for Graduate Studies and Research, at (408) 924-2480.

Thank you very much for your cooperation.

Sincerely,



Jasmine Hsiang-Ju Liu

Graduate Student

San Jose State University

9. What is the name of the English-language magazine you read the most often?

10. Do you read Chinese-language magazines?

- (1) Yes
- (2) No (If "No," skip to Question 13.)

11. During the past week, how many hours did you spend reading Chinese-language magazines?

- | | |
|------------------|-------------------------------|
| (1) under 1 hour | (5) 11-13 hours |
| (2) 1-3 hours | (6) 14-17 hours |
| (3) 4-7 hours | (7) 18-20 hours |
| (4) 8-10 hours | (8) more than 20 hours a week |

12. What is the name of the Chinese-language magazine you read the most often?

13. Do you watch English-language TV programs?

- (1) Yes
- (2) No (If "No," skip to Question 16.)

14. During the past week, how many hours did you spend watching English-language TV programs?

- | | |
|------------------|-------------------------------|
| (1) under 1 hour | (5) 11-13 hours |
| (2) 1-3 hours | (6) 14-17 hours |
| (3) 4-7 hours | (7) 18-20 hours |
| (4) 8-10 hours | (8) more than 20 hours a week |

15. What is the name of the English-language TV program you watch the most often?

16. Do you watch Chinese-language TV programs?

- (1) Yes
- (2) No (If "No," skip to Question 19.)

17. During the past week, how many hours did you spend watching Chinese-language TV programs?

- | | |
|------------------|-------------------------------|
| (1) under 1 hour | (5) 11-13 hours |
| (2) 1-3 hours | (6) 14-17 hours |
| (3) 4-7 hours | (7) 18-20 hours |
| (4) 8-10 hours | (8) more than 20 hours a week |

18. What is the name of the Chinese-language TV program you watch the most often?

19. Do you listen to English-language radio stations?

- (1) Yes
- (2) No (If "No," skip to Question 22.)

20. During the past week, how many hours did you spend listening to English-language radio stations?

- | | |
|------------------|-------------------------------|
| (1) under 1 hour | (5) 11-13 hours |
| (2) 1-3 hours | (6) 14-17 hours |
| (3) 4-7 hours | (7) 18-20 hours |
| (4) 8-10 hours | (8) more than 20 hours a week |

21. What is the name of the English-language radio station you listen to the most often?

22. Do you listen to Chinese-language radio stations?

- (1) Yes
- (2) No (If "No," skip to next section.)

23. During the past week, how many hours did you spend listening to Chinese-language radio stations?

- | | |
|------------------|-------------------------------|
| (1) under 1 hour | (5) 11-13 hours |
| (2) 1-3 hours | (6) 14-17 hours |
| (3) 4-7 hours | (7) 18-20 hours |
| (4) 8-10 hours | (8) more than 20 hours a week |

24. What is the name of the Chinese-language radio station you listen to the most often?

{ SECTION 2 }

PLEASE TELL US A LITTLE BIT ABOUT YOUR BACKGROUND. (DO NOT WRITE IN YOUR NAME, ADDRESS OR PHONE NUMBER) PLEASE ANSWER THE QUESTION OR CIRCLE THE BEST RESPONSE.

1. What is your gender?
- (1) Male
 - (2) Female

2. What is your age? _____ years-old.

3. Where is your birthplace? (1) China
(2) Hong Kong
(3) Taiwan
(4) U. S. A.
(5) Other (explain) _____

4. How many years have you been living in the United States? _____ years

5. What is your education level?

(1) Elementary school (6) University
(2) Junior high school (7) Master degree
(3) High school (8) Ph. D.
(4) Military school (9) Other (explain) _____
(5) Some college

Highest education received in homeland: _____
(Please select one number from above)

Highest education received in U. S. A.: _____
(Please select one number from above)

6. What is the type of your job or occupation? (If you are retired, please select the job you had before.)

(1) Professional (doctor, lawyer, accountant etc.)
(2) Managerial, administrative, self-employed
(3) Sales and services
(4) Clerical (clerk, secretary etc.)
(5) Skilled labor (mechanic, cook, plumber etc.)
(6) Unskilled labor (waiter, care-taker etc.)
(7) Unemployed homemaker
(8) Full-time student
(9) Other (explain) _____

Your job title is _____ (Don't code)

7. What are the languages used at your workplace?

(1) English
(2) Chinese
(3) Both
(4) Others (explain) _____

8. What is the annual income of your family?

- | | |
|---------------------------------|---------------------------------|
| (1) \$5,000 or under a year | (6) \$25,001 to \$30,000 a year |
| (2) \$5,001 to \$10,000 a year | (7) \$30,001 to \$40,000 a year |
| (3) \$10,001 to \$15,000 a year | (8) \$40,001 to \$50,000 a year |
| (4) \$15,001 to \$20,000 a year | (9) \$50,001 or over a year |
| (5) \$20,001 to \$25,000 a year | |

9. Are there any children or grandchildren going to school here in the United States at your home?

- (1) Yes
(2) No

{ SECTION 3 }

FOR EACH QUESTION LISTED BELOW, PLEASE CIRCLE THE ONE TYPE OF MEDIA THAT YOU WOULD BE MOST LIKELY TO USE UNDER THE DIFFERENT SITUATIONS DESCRIBED BELOW (PLEASE CIRCLE ONLY ONE NUMBER FOR EACH QUESTION):

	Chinese Friend/ Relative	Chinese TV/ Radio	Chinese Print Media	English Friend/ Relative	English TV/ Radio	English Print Media	Not Applicable
1. When I want to know what is happening in the U. S., I use:	1	2	3	4	5	6	7
2. When I want to know what is happening in the world, I use:	1	2	3	4	5	6	7
3. When I want to know what is happening in China, Taiwan, H.K., or other Chinese-speaking countries, I use:	1	2	3	4	5	6	7
4. When I want to know what is happening in my city, I use:	1	2	3	4	5	6	7
5. When I want to know about special events or social activities in the Bay Area, I use:	1	2	3	4	5	6	7
6. When I want to know about special events or social activities in the Chinese community, I use:	1	2	3	4	5	6	7

	Chinese Friend/ Relative	Chinese TV/ Radio	Chinese Print Media	English Friend/ Relative	English TV/ Radio	English Print Media	Not Applicable
7. When I want to know about entertainment news (movies, TV, concert, show, etc.), I use:	1	2	3	4	5	6	7
8. When I want to know about health, or medical news, I use:	1	2	3	4	5	6	7
9. When I want to know about sales and special promotions, I use:	1	2	3	4	5	6	7
10. When I want to find a new restaurant, I use:	1	2	3	4	5	6	7
11. When I have nothing to do and just want to kill time, I use:	1	2	3	4	5	6	7
12. When I want to improve my English, I use:	1	2	3	4	5	6	7
13. If I were looking for a job now, I would use:	1	2	3	4	5	6	7
14. If I were buying a new/used car, I would use:	1	2	3	4	5	6	7
15. If I were buying a house now, I would use:	1	2	3	4	5	6	7
16. Overall, I spend most of my media time on:	1	2	3	4	5	6	7
17. Overall, my one most important information source is:	1	2	3	4	5	6	7

{ SECTION 4 }

FOLLOWING ARE SITUATIONS YOU MIGHT ENCOUNTER OR ATTITUDES YOU MIGHT HAVE LIVING IN THE UNITED STATES. PLEASE INDICATE WHETHER YOU STRONGLY DISAGREE (1), DISAGREE (2), NEITHER DISAGREE NOR AGREE (3), AGREE (4), OR STRONGLY AGREE (5) ACCORDING TO YOUR OWN EXPERIENCE OR FEELINGS (CIRCLE ONLY ONE NUMBER FOR EACH QUESTION):

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1. I am not very happy living in the United States.	1	2	3	4	5
2. I like American people.	1	2	3	4	5
3. I would like to have more American friends.	1	2	3	4	5
4. There is at least one person in my family who cannot speak Chinese.	1	2	3	4	5
5. I have had long conversation with Americans.	1	2	3	4	5
6. My English speaking ability is very good.	1	2	3	4	5
7. I prefer Chinese culture and values to American ones.	1	2	3	4	5
8. I am happier living in America than I was in my homeland.	1	2	3	4	5
9. Becoming a U.S. citizen is very important to me.	1	2	3	4	5
10. I wonder whether becoming an American citizen will help me to improve my life here.	1	2	3	4	5
11. I would like to become an American citizen so that I can travel more conveniently with an American passport.	1	2	3	4	5
12. I would like to become an American citizen so that I can help my other family members to come here as well.	1	2	3	4	5
13. I believe if I work hard enough, I can climb high in my career.	1	2	3	4	5
14. I don't think immigrants have fair chances in the workplace.	1	2	3	4	5
15. I can get better job in America than I could back home.	1	2	3	4	5
16. America is the greatest country on earth.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
17. I think I have made a right choice coming to America.	1	2	3	4	5
18. I interact a lot with Americans at work .	1	2	3	4	5
19. My English comprehensive ability is very good.	1	2	3	4	5
20. I don't feel comfortable around Americans.	1	2	3	4	5
21. I interact with Chinese people <u>only</u> .	1	2	3	4	5
22. After becoming a U.S. citizen, I will exercise my right to vote.	1	2	3	4	5
23. I think Chinese immigrants has no power at all when it comes to American politics.	1	2	3	4	5
24. I never encourage anybody to vote in any election.	1	2	3	4	5
25. I am interested in American politics.	1	2	3	4	5
26. I have been following the past president election campaign.	1	2	3	4	5
27. I am actively involved in at least one English- speaking group (school, church, civic, etc.).	1	2	3	4	5
28. My English writing ability is very good.	1	2	3	4	5
29. I am actively involved ONLY in Chinese- speaking groups (school, church, civic, etc.).	1	2	3	4	5
30. I am serious in getting ahead in my career/job.	1	2	3	4	5
31. I discuss national or international political issues with other people.	1	2	3	4	5
32. I need a better job to improve my family's standard of living.	1	2	3	4	5
33. My English reading ability is very good.	1	2	3	4	5
34. I have no problem fitting into the American society.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
35. At least one of my best friends is American.	1	2	3	4	5
36. America is NOT a land of opportunity for Chinese.	1	2	3	4	5
37. I still have a few doubts about becoming an American citizen because most of my family lives outside the United States.	1	2	3	4	5
38. I still have a few doubts about becoming an American citizen because I care about my homeland very much.	1	2	3	4	5
39. I still have a few doubts about becoming an American citizen because I may lose all my establishments in my homeland.	1	2	3	4	5
40. I still have a few doubts about becoming an American citizen because I don't want my children to lose Chinese values.	1	2	3	4	5
41. I am satisfied with my job now.	1	2	3	4	5
42. I interact a lot with American neighbors.	1	2	3	4	5
43. I don't know who my neighbors are.	1	2	3	4	5
44. I don't have any American friends.	1	2	3	4	5
45. This year I have visited an American family at least once.	1	2	3	4	5
46. I believe any change in U.S. government policy will affect the welfare of Chinese immigrants.	1	2	3	4	5
47. I don't think political participation is a good method to have our voice heard.	1	2	3	4	5
48. Whichever political party or figure is in charge has nothing to do with my life here in America.	1	2	3	4	5

THANK YOU VERY MUCH FOR YOUR PARTICIPATION !!!

School of Journalism and Mass Communications

One Washington Square • San José, California 95192-0055 • 408/924-3240 • Fax 408/924-3229

參加調查的朋友：

您好。我是聖荷西州立大學的留學生，正在攻讀大眾傳播碩士學位。這些表格是我論文研究的一部份，麻煩您花一點時間來填寫。

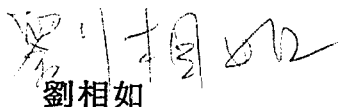
這份研究的目的是在探討在美華人對大眾傳播工具（譬如：電視、報紙、刊物、廣播等）的使用習慣和一般資訊的來源，再和在美國生活的經驗與態度來做比較。我相信研究結果可以讓外界更加了解像您一樣在美華人的特質和潛力。

參與這份研究純屬志願。如果您是華人，不論是在哪出生（中國、香港、台灣、美國、或其他地方），我都希望您能來參與填寫。所有的內容都會受到保密，研究結果在最後用統計數字發表。請不用填寫您的姓名。

如果您對本研究項目有什麼問題，請打電話與我聯絡（408-253-0683）。或是與我的研究導師何舟博士（408-924-3284）和田黛安博士（408-924-3271）聯絡。如您對被研究者的權利有什麼問題的話，請與我校主管研究生學習與研究項目的學術副主席 Serena Stanford 博士聯絡（408-924-2480）。

此

致



劉相如

聖荷西大學研究生

大眾傳播工具使用習性調查

我們想要瞭解您使用大眾媒體的習慣，請您 (1) 圈選一個答案，或 (2) 用中文或英文來回答以下的問題：

1. 您閱讀英文報紙嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到第4題)
2. 上個星期您一共花了多少小時閱讀英文報紙？

(1) 1 小時以下	(5) 11-13 小時
(2) 1-3 小時	(6) 14-17 小時
(3) 4-7 小時	(7) 18-20 小時
(4) 8-10 小時	(8) 20 小時以上
3. 您最常讀的英文報紙名稱是：_____
4. 您閱讀中文報紙嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到第 7 題)
5. 上個星期您一共花了多少小時閱讀中文報紙？

(1) 1 小時以下	(5) 11-13 小時
(2) 1-3 小時	(6) 14-17 小時
(3) 4-7 小時	(7) 18-20 小時
(4) 8-10 小時	(8) 20 小時以上
6. 您最常讀的中文報紙名稱是：_____
7. 您閱讀英文刊物嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到第10題)
8. 上個星期您一共花了多少小時閱讀英文刊物？

(1) 1 小時以下	(5) 11-13 小時
(2) 1-3 小時	(6) 14-17 小時
(3) 4-7 小時	(7) 18-20 小時
(4) 8-10 小時	(8) 20 小時以上
9. 您最常讀的英文刊物名稱是：_____
10. 您閱讀中文刊物嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到第13題)

11. 上個星期您一共花了多少小時閱讀中文刊物？

- | | |
|-------------|--------------|
| (1) 1 小時以下 | (5) 11-13 小時 |
| (2) 1-3 小時 | (6) 14-17 小時 |
| (3) 4-7 小時 | (7) 18-20 小時 |
| (4) 8-10 小時 | (8) 20 小時以上 |

12. 您最常讀的中文刊物名稱是：_____

13. 您收看英語電視嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到第16題)

14. 上個星期您一共花了多少小時收看英語電視？

- | | |
|-------------|--------------|
| (1) 1 小時以下 | (5) 11-13 小時 |
| (2) 1-3 小時 | (6) 14-17 小時 |
| (3) 4-7 小時 | (7) 18-20 小時 |
| (4) 8-10 小時 | (8) 20 小時以上 |

15. 您最常收看的英語電視節目是：_____

16. 您收看華語電視嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到第19題)

17. 上個星期您一共花了多少小時收看華語電視？

- | | |
|-------------|--------------|
| (1) 1 小時以下 | (5) 11-13 小時 |
| (2) 1-3 小時 | (6) 14-17 小時 |
| (3) 4-7 小時 | (7) 18-20 小時 |
| (4) 8-10 小時 | (8) 20 小時以上 |

18. 您最常收看的華語電視是：_____

19. 您收聽英語廣播嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到第22題)

20. 上個星期您一共花了多少小時收聽英語廣播？

- | | |
|-------------|--------------|
| (1) 1 小時以下 | (5) 11-13 小時 |
| (2) 1-3 小時 | (6) 14-17 小時 |
| (3) 4-7 小時 | (7) 18-20 小時 |
| (4) 8-10 小時 | (8) 20 小時以上 |

21. 您最常收聽的英語廣播電台是：_____

22. 您收聽華語廣播嗎？ (1) 有
(2) 沒有 (若選沒有，請跳到下一項目)

23. 上個星期您一共花了多少小時收聽華語廣播？

- | | |
|-------------|--------------|
| (1) 1 小時以下 | (5) 11-13 小時 |
| (2) 1-3 小時 | (6) 14-17 小時 |
| (3) 4-7 小時 | (7) 18-20 小時 |
| (4) 8-10 小時 | (8) 20 小時以上 |

24. 您最常收聽的華語廣播電台是：_____

請告訴我們一點您的背景資料 (但請不要寫下您的姓名，住址，或電話)，在每欄中選擇或填寫一項。

1. 您的性別？ (1) 男
(2) 女
2. 您的年齡？_____歲
3. 您的出生地？ (1) 中國
(2) 香港
(3) 台灣
(4) 美國
(5) 其他 (請說明)_____
4. 來美國已經有多少年？_____年
5. 您的教育程度是？

(1) 小學	(6) 大學
(2) 初中	(7) 碩士
(3) 高中	(8) 博士
(4) 軍事學校	(9) 其他 (請說明)
(5) 專科學校	

在家鄉所受最高程度是：_____ (請從上列選填一項)

在美國所受最高程度是：_____ (請從上面選填一項)

6. 您的工作性質是（若您已退休，請填退休前的工作）？

- (1) 專業（如：醫生，律師，會計師等）
- (2) 經理，主管，自己營業
- (3) 推銷業或服務業
- (4) 職員，店員，秘書，助理等
- (5) 技術性勞工（如：技工，廚師，水電匠等）
- (6) 非技術性勞工（如：陪伴，看護，餐廳跑堂等）
- (7) 沒上班照顧家庭
- (8) 全職學生
- (9) 其他（請說明）

您的職位名稱是：_____

7. 在工作上使用的語言：

- (1) 英文
- (2) 中文
- (3) 英文和中文並用
- (4) 其他（請說明）_____

8. 您的一年家庭收入是（以美金計算）：

- (1) \$5,000 以下：
- (2) \$5,000 和 \$10,000 之間：
- (3) \$10,001 和 \$15,000 之間：
- (4) \$15,001 和 \$20,000 之間：
- (5) \$20,001 和 \$25,000 之間：
- (6) \$25,001 和 \$30,000 之間：
- (7) \$30,001 和 \$40,000 之間：
- (8) \$40,001 和 \$50,000 之間：
- (9) \$50,001 以上

從以下敘述當中，請選擇一個您在不同需要時最可能使用的媒體（每一題請選一個數字）：

華人 朋友 親人	中文 電視 廣播	中文 報紙 刊物	外國 朋友 親人	英文 電視 廣播	英文 報紙 刊物	不能 作答
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- 1. 當我要知道在美國發生的新聞，我用： 1 2 3 4 5 6 7
- 2. 當我要知道在世界發生的新聞時，我用： 1 2 3 4 5 6 7

華人朋友親人	中文電視廣播	中文報紙刊物	外國朋友親人	英文電視廣播	英文報紙刊物	不能作答
--------	--------	--------	--------	--------	--------	------

- | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|
| 3. 當我要知道在中國，香港，或台灣發生的新聞，我會用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. 當我要知道在我居住的城市發生的新聞，我會用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. 當我要知道灣區的特別活動和社交新聞時，我會用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. 當我要知道華人圈特別活動和社交新聞，我會用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. 當我想知道娛樂消息（電視，電影，音樂會，展售）等，我會用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. 當我想知道有關健康或醫藥的消息時，我會用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. 當我要找拍賣和折扣活動的消息，我用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. 當我想要找一家新的餐廳吃飯，我用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. 當我感覺無聊，想找些樂趣時，我用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. 當我想要增進英文能力，我會用： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. 如果我現在得找工作，我會先去找： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. 如果我現在得買新車（或二手車），我會去找： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. 如果我現在要買房子，我會先去找： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. 總歸起來，我花最多時間在上頭的是： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. 總歸起來，我最主要的消息來源是： | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

以下是當您在美國居住時可能遇到的狀況和可能持有的態度。請根據您的經驗和感受，表示出您對以下的敘述是“非常不同意”，“不同意”，“沒意見”，“同意”，或是“非常同意”（每題請圈選一個數字）。

	非常 不同意	同意	沒意見	同意	非常 同意
1. 我在美國很不快樂。	1	2	3	4	5
2. 我喜歡美國人。	1	2	3	4	5
3. 我想要有多點美國朋友。	1	2	3	4	5
4. 我家中至少有一個人不會講中文。	1	2	3	4	5
5. 我曾和美國人有過長談。	1	2	3	4	5
6. 我的英文說得很好。	1	2	3	4	5
7. 我比較喜歡中國的文化和價值觀。	1	2	3	4	5
8. 我在美國比在家鄉過得要快樂得多。	1	2	3	4	5
9. 成為一個美國公民對我非常重要。	1	2	3	4	5
10. 我懷疑成為美國公民是否能改善我的生活。	1	2	3	4	5
11. 我想要成為美國公民因為我可以用美國護照在各處旅行。	1	2	3	4	5
12. 我想要成為美國公民因為我可以幫助其他家人也來到美國。	1	2	3	4	5
13. 我相信如果努力工作我在工作上會很有成就。	1	2	3	4	5
14. 身為移民，我不認為我在工作上會得到平等的機會。	1	2	3	4	5
15. 我在美國能得到比在家鄉更好的工作。	1	2	3	4	5
16. 美國是世界上最偉大的國家。	1	2	3	4	5
17. 我相信我來美國定居的選擇是正確的。	1	2	3	4	5
18. 我在工作上經常和美國人接觸。	1	2	3	4	5

	非常 不同意	同意	沒意見	同意	非常 同意
19. 我的英文理解力很好。	1	2	3	4	5
20. 我和美國人在一起時很不自在。	1	2	3	4	5
21. 我祇有和中國人交往。	1	2	3	4	5
22. 一旦成為美國公民後，我會行使投票權。	1	2	3	4	5
23. 我認為中國人在美國政治上完全沒有力量。	1	2	3	4	5
24. 我從來未曾鼓勵別人投票。	1	2	3	4	5
25. 我對美國政治有些興趣。	1	2	3	4	5
26. 我一直有在留意上次美國總統的大選。	1	2	3	4	5
27. 我至少有積極參與一個說英語的團體 （像學校，教會，民間社團等）。	1	2	3	4	5
28. 我的英文寫作能力很好。	1	2	3	4	5
29. 我祇有積極參與講華語的團體 （像學校，教會，民間社團等）。	1	2	3	4	5
30. 我很認真的在工作上求進取。	1	2	3	4	5
31. 我會和別人討論國內外的時事。	1	2	3	4	5
32. 我需要一個更好的工作來改善家人的生活。	1	2	3	4	5
33. 我的英文閱讀能力很好。	1	2	3	4	5
34. 我很容易的就能融入美國社會。	1	2	3	4	5
35. 我至少有一個要好的朋友是美國人。	1	2	3	4	5
36. 美國對華人來說並非處處生機。	1	2	3	4	5
37. 我對成為美國公民仍有猶豫，因為大部分親人 都不住在這兒。	1	2	3	4	5

	非常 不同意	同意	沒意見	同意	非常 同意
38. 我對成為美國公民仍有猶豫，因為我熱愛我的家鄉。	1	2	3	4	5
39. 我對成為美國公民仍有猶豫，因為我會失去一些在家鄉所建立的心血。	1	2	3	4	5
40. 我對成為美國公民仍有猶豫，因為我不要让我的子孫失去中國的傳統和價值觀。	1	2	3	4	5
41. 我很滿意我目前的工作。	1	2	3	4	5
42. 我常和美國的鄰居往來。	1	2	3	4	5
43. 我不知道我的鄰居是何人。	1	2	3	4	5
44. 我一個外國朋友也沒有。	1	2	3	4	5
45. 我今年曾經去拜訪過一次外國人的家庭。	1	2	3	4	5
46. 我相信任何美國政策的改變都會影響到華人的權益。	1	2	3	4	5
47. 我不認為政治參與是表達華人意見的好方法。	1	2	3	4	5
48. 不管哪個政黨或人物在主政，和我在美國的生活完全無關。	1	2	3	4	5

非常感謝您的合作和參與！！